DOCUMENT RESUME

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TITLE	Texas State Plan for Vocational Education Under the Vocational Education Amendments of 1968 and Part F of the Higher Education Act of 1965. For the Fiscal Year Beginning July 1, 1974, and Ending June 30, 1975, With Projections to June 30, 1979.
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ABSTRACT

The administrative provisions of the Texas plan for vocational education are presented. Information is provided concerning the State board; public hearings; qualifications, preparation, and development of professional personnel; program evaluation; State reports; cooperative arrangements; vocational education under contract; construction requirements; and other general matters. Succeeding chapters outline: fiscal control and fund accounting procedures, State programs, programs for the disadvantaged, research and personnel training, exemplary programs, residential schools, consumer and homemaking education, the cooperative program, work-study programs, and curriculum development. Part 2, annual and long-range plan provisions, provides: a tabulated analysis of manpower needs and employment opportunities, an analysis of the availability of vocational education and the population to be served, tables outlining annual and long-range planning and budgeting, current and projected enrollments, estimates of funds needed and an annual allocation plan, construction projects for the coming year, actual and projected need for vocational education, a financial plan for personnel preparation and development, and a projection of State enrollments in personnel preparation and development. Two hundred pages of appended materials are number-keyed to the relevant sections in the text. (NH)

ED103656

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TEXAS STATE PLAN
FOR VOCATIONAL EDUCATION

UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE HIGHER EDUCATION ACT OF 1965

FOR THE FISCAL YEAR

BEGINNING JULY 1, 1974
AND ENDING JUNE 30, 1975

WITH PROJECTIONS TO JUNE 30, 1979

CE 003 260

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

2

STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AND PART F OF THE HIGHER EDUCATION ACT OF 1965

FISCAL YEAR 1975

submitted by
the State of Texas

approved by
the State Board of Education
(State Board for Vocational Education)

on
May 11, 1974

To be completed by the U. S. Office of Education:

Date received by the U. S. Office of Education: ____________________

Effective date of State Plan: ____________________________________

Approved by: ____
U. S. Commissioner of Education

Date approved: ____

5

Certificate of State Board

State of Texas

I hereby certify that the attached State Plan for fiscal year 1975 was adopted by the State Board for Vocational Education on May 11, 1974. The State Plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representations contained in the Plan as of this date are accurate to the best of my knowledge and belief.

State Board for Vocational Education

5-14-74
(Date)

by: J. W. Edgar
J. W. Edgar
Commissioner of Education

Certificate of State Advisory Council

State of Texas

I hereby certify that the attached State Plan for fiscal year 1975 was prepared in consultation with the State Advisory Council.

COMMENTS:

The Advisory Council is concerned that the Texas Education Agency in developing the State Plan for Vocational Education, might not have captured the full intent of HCR 77 (passed by the 63rd Texas Legislature in 1973) in Table 3 under objectives. The Council suggests that the Following wording might be more appropriate:

To provide for the development of program standards, operating procedures and curriculum needed to expand the educational opportunities of youth from grades 7 through 12 in Industrial Arts, Business Education and other programs to encourage earlier development of career awareness, exploration and occupational skill development.

State Advisory Council

William L. Jones Jr.

May 13, 1974
(Date)

by: William L. Jones, Jr., Chairman
The Advisory Council for Technical-
Vocational Education in Texas

Certificate of Attorney General

State of Texas

I hereby certify:

1. That State Board for Vocational Education is the State Board in this State within the meaning of Section 108(8) of Public Law 90-576;

2. That said Board has the authority under State law to submit a State Plan;

3. That said Board has authority to administer or supervise the administration of the foregoing State Plan;

4. That all of the provisions of the foregoing Plan are consistent with State law; and

5. That the Commissioner of Education has been duly authorized by the State Board for Vocational Education to submit the foregoing State Plan and to represent the State Board for Vocational Education in all matters pertaining thereto.

John Hill

June 17, 1974
(Date)

by John Hill
Attorney General

Certificate of Public Hearing and Public Notification

State of Texas

I hereby certify that:

1. Notification of date for public hearing was provided as follows:

Date of Notification	Sent to	Materials Provided with Notice
April 6, 1974	Austin Media Capitol Press Bureau Texas Daily Newspapers (98) Texas Weekly Newspapers (515) Education Service Centers (20)	None
April 11, 1974	American Statesman Newspaper Austin, Texas	None
May 3, 1974	Austin Media Capitol Press Bureau Texas Daily Newspapers (98)	None

2. The public hearing on the State Plan for Vocational Education for Fiscal Year 1975 was held at the Texas Education Agency Building in Austin, Texas, at 8:30 a.m., on May 11, 1974. There were 168 persons in attendance.

3. The hearing was conducted by: Herbert O. Willborn, Vice Chairman, State Board for Vocational Education.

4. Conclusions or decisions reached: The State Board for Vocational Education approved the provisions of the State Plan as presented, including a recommendation by The Advisory Council for Technical-Vocational Education in Texas.

State Board for Vocational Education

J. W. Edgar

5-14-74
(Date)

by: J. W. Edgar
Commissioner of Education

State Advisory Council Recommendations and Findings

I hereby certify that in the preparation of the State Plan consideration was given to the findings and recommendations of the State Advisory Council in its most recent evaluation report submitted pursuant to Section 104 of Public Law 90-576. A list of the recommendations and the consideration given each recommendation by the State Board is included in the Appendix.

State Board for Vocational Education

J. W. Edgar

5-14-74
(Date)

by: J. W. Edgar
Commissioner of Education

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TEXAS STATE PLAN

FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION
UNDER
VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE HIGHER EDUCATION ACT OF 1965

For the Fiscal Year

beginning July 1, 1974
and ending June 30, 1975

Part I - Administrative Provisions

TEXAS STATE PLAN FOR VOCATIONAL EDUCATION

Part I - Administrative Provisions

1.0 General.

1.1 State Board.

1.11 Name and Designation of the State Board. The State Board of Education (State Board for Vocational Education) is the sole agency responsible for administration of the State Plan or for the supervision of the administration thereof by local educational agencies and has all necessary power to cooperate with the Office of Education in the administration of the State Plan. Throughout this Plan any reference to "State Board" refers to this official board.

1.11A General Powers and Duties of the State Board.

> "(a) The State Board of Education is the policy-forming and planning body for the public school system of the State. It shall also be the State Board for Vocational Education and as such, the board shall have all the powers and duties conferred on it by the various statutes relating to the State Board for Vocational Education.
>
> "(b) As one part of the Central Education Agency, the State Board of Education shall have specific responsibility for adopting policies, enacting regulations, and establishing general rules for carrying out the duties placed on it or the Central Education Agency by the legislature."
>
> (Chapter 11, Subchapter B, Section 11.24, Texas Education Code, 1971)

1.12 Executive Officer Designation. The Commissioner of Education serves as executive officer of the Central Education Agency and as executive secretary of the State Board of Education and of the State Board for Vocational Education, and is overall administrator of the Texas Education Agency. He shall furnish vital, energetic, and responsible leadership for the public education system in Texas. His major duties and responsibilities shall be to:

(a) recommend to the Board policies, procedures, and regulations which he considers necessary for educational progress and to supply the Board with information needed in its deliberations;

(b) observe and execute mandates, prohibitions, policies, procedures, and regulations established by law or by the Board;

(c) prescribe and require reports necessary to secure information from local education agencies under his jurisdiction;

(d) prescribe and enforce such administrative procedures and regulations as are necessary to execute the duties and responsibilities placed upon him by the Texas Legislature and the Board through State law and Board policy;

(e) recommend to the Board, within the general law and appropriation by the Legislature, an annual budget for the Texas Education Agency (Texas Education Agency Budget, Policy 1104);

(f) issue vouchers for all expenditures within the budget as adopted by the Board;

(g) appoint and delegate authority as appropriate to all State Department of Education staff members in compliance with policies and directives of the Board;

(h) recommend to the Board the organization of the State Department of Education;

(i) prescribe procedures for staff evaluations and report to the Board on activities directed toward the professional improvement of staff members;

(j) nominate the superintendent of the Texas School for the Blind and the superintendent of the Texas School for the Deaf, subject to appointment by the Board;

(k) recommend to the Board the names of persons for appointment to the State Textbook Committee (State Textbook Committee, Policy 3335);

(l) submit to the Board the recommended list of textbook contracts to be awarded each year and manage the purchase and distribution of free textbooks for the State, subject to approval of the Board (Recommendation of Textbooks for State Adoption by the Commissioner of Education, Policy 3334.7);

(m) appoint, subject to ratification of the Board, official commissions composed of citizens of Texas as are necessary to advise him in the discharge of his duties (Advisory Groups, Policy Series 7300);

(n) hear disputes arising under provision of school law and render decisions without cost to the parties involved (Hearings and Appeals, Policy Series 7100);

(o) develop procedures for the certification of teachers and other professional personnel (Teacher Certification, Policy Series 6200);

(p) be informed concerning the educational progress of the different parts of Texas and of other states and make recommendations to the Board on new educational developments for the improvement of public schools;

(q) advise and counsel with the school officers of counties, cities, towns, and school districts concerning the administration of the public schools and provide school officials and the Board with information on methods for educational improvement;

(r) make a full report of the conditions of the public schools to the Board prior to a legislative session and develop recommendations for legislative consideration;

(s) recommend goals for public education in Texas and for the Texas Education Agency (Goals for Public School Education, Policy 3101);

(t) develop procedures for evaluating the effectiveness of the Texas Education Agency programs, recommend modification of existing programs, and suggest new Agency services which should be provided to school districts;

(u) provide upon request to any member of the education profession, licensed in the State, a copy of the "Code of Ethics and Standard Practices for Texas Educators," together with amendments in effect;

(v) receive recommendations of the Teachers' Professional Practices Commission concerning disposition of complaints of alleged violations of the "Code of Ethics and Standard Practices for Texas Educators" and render final decision (Professional Practices, Policy Series 6500).

(w) execute contracts under authorization granted by the State Board of Education (Contracts and Agreements, Policy Series 7200); and

(x) be the "administrator" as designated by law and carry out his responsibilities of the Proprietary School Act in accordance with law (Proprietary Schools, Policy 7501).

(Chapter 11, Subchapter D, Section 11.52, Texas Education Code, 1971)

1.13 Authority of State Board. The State Board has authority under statute to submit the State Plan and administer and supervise programs described therein.

> "The State Board of Education, the State Board for Vocational Education, the State Commissioner of Education, and the State Department of Education shall comprise the Central Education Agency. It shall carry out such educational functions as may be assigned to it by the Legislature, but all educational functions not specifically delegated to the Central Education Agency shall be performed by county boards of education or district boards of trustees."
>
> (Chapter 11, Subchapter A, Section 11.01, Texas Education Code, 1971)
>
> "For the maintenance and improvement of State educational programs and activities in the public schools, the State Board of Education may enter into contracts for grants from both public and private organizations and may expend such funds under the terms and for the specific purposes contracted."
>
> (Chapter 11, Subchapter D, Section 11.30, Texas Education Code, 1971)
>
> "Except for agreements entered into by the governing board of a state university or college, the Central Education Agency shall be the sole agency of the State of Texas empowered to enter into agreements with respect to education undertakings, including provision of school lunches and the construction of school buildings, with an agency of the federal government. No county board of education or board of trustees of a school district shall enter into contracts with, or accept money from,

an agency of the federal government except under rules and regulations prescribed by the Central Education Agency."

(Chapter 11, Subchapter A, Section 11.02, Texas Education Code, 1971)

1.14 Organization of the State Board of Education (State Board for Vocational Education).

1.14A Composition and Manner of Selection.

"The State Board of Education is composed of one member elected from each congressional district established by law."

(Chapter 11, Subchapter B, Section 11.21, Texas Education Code, 1971)

"Members of the State Board of Education shall be elected at biennial general elections held in compliance with the general election laws of this State, to the board offices which will become vacant on December 31 of that year."

(Chapter 11, Subchapter B, Section 11.22, Texas Education Code, 1971)

1.14B Department of Occupational Education and Technology. The Department of Occupational Education and Technology, under the direction of the Associate Commissioner for Occupational Education and Technology, is responsible to the Commissioner of Education for the administration of vocational education programs, activities, and services provided for in the State Plan for Vocational Education.

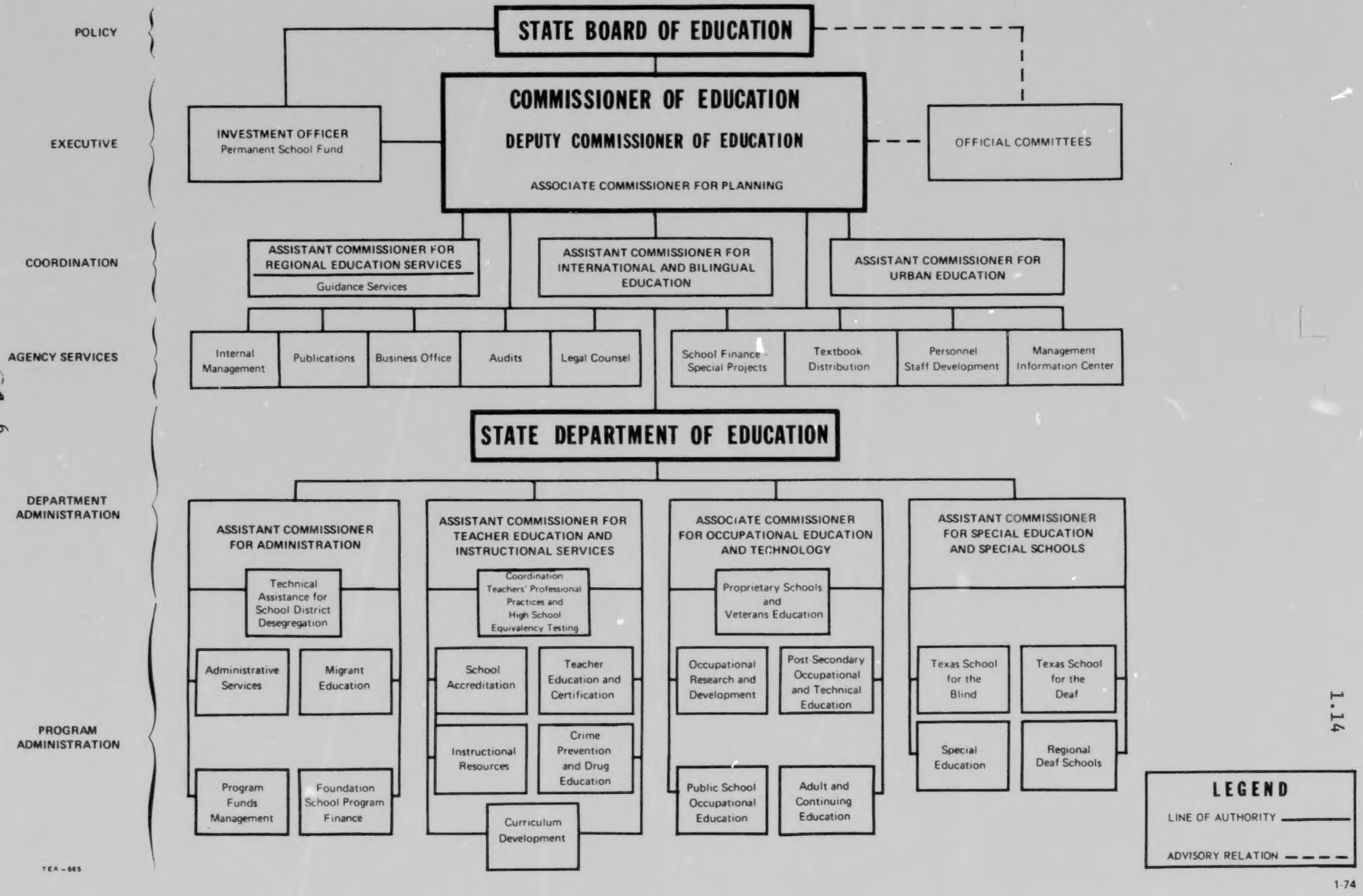
1.14B-1 The Office of the Associate Commissioner for Occupational Education and Technology. The office of the Associate Commissioner for Occupational Education and Technology is responsible to the Commissioner of Education and the functions of this office are to:

(a) administer the State responsibility for all vocational-technical and adult education programs, services, and activities for which Federal and State funds are used;

(b) develop and administer State Plan for all vocational-technical and adult education programs in accordance with policies and administrative procedures;

(c) supervise the work of the directors of the Division of Public School Occupational Education, Post-Secondary Occupational Education, Occupational Research and Development, Adult and Continuing Education, and Proprietary Schools and Veterans Education;

TEXAS EDUCATION AGENCY


POLICY
EXECUTIVE
COORDINATION
AGENCY SERVICES
DEPARTMENT ADMINISTRATION
PROGRAM ADMINISTRATION
STATE BOARD OF EDUCATION
INVESTMENT OFFICER
Permanent School Fund
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER OF EDUCATION
ASSOCIATE COMMISSIONER FOR PLANNING
OFFICIAL COMMITTEES
ASSISTANT COMMISSIONER FOR REGIONAL EDUCATION SERVICES
Guidance Services
ASSISTANT COMMISSIONER FOR INTERNATIONAL AND BILINGUAL EDUCATION
ASSISTANT COMMISSIONER FOR URBAN EDUCATION
Internal Management
Publications
Business Office
Audits
Legal Counsel
School Finance Special Projects
Textbook Distribution
Personnel Staff Development
Management Information Center
STATE DEPARTMENT OF EDUCATION
ASSISTANT COMMISSIONER FOR ADMINISTRATION
Technical Assistance for School District Desegregation
Administrative Services
Migrant Education
Program Funds Management
Foundation School Program Finance
ASSISTANT COMMISSIONER FOR TEACHER EDUCATION AND INSTRUCTIONAL SERVICES
Coordination Teachers' Professional Practices and High School Equivalency Testing
School Accreditation
Teacher Education and Certification
Instructional Resources
Crime Prevention and Drug Education
Curriculum Development
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY
Proprietary Schools and Veterans Education
Occupational Research and Development
Post Secondary Occupational and Technical Education
Public School Occupational Education
Adult and Continuing Education
ASSISTANT COMMISSIONER FOR SPECIAL EDUCATION AND SPECIAL SCHOOLS
Texas School for the Blind
Texas School for the Deaf
Special Education
Regional Deaf Schools
LEGEND
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ADVISORY RELATION
TEA-665
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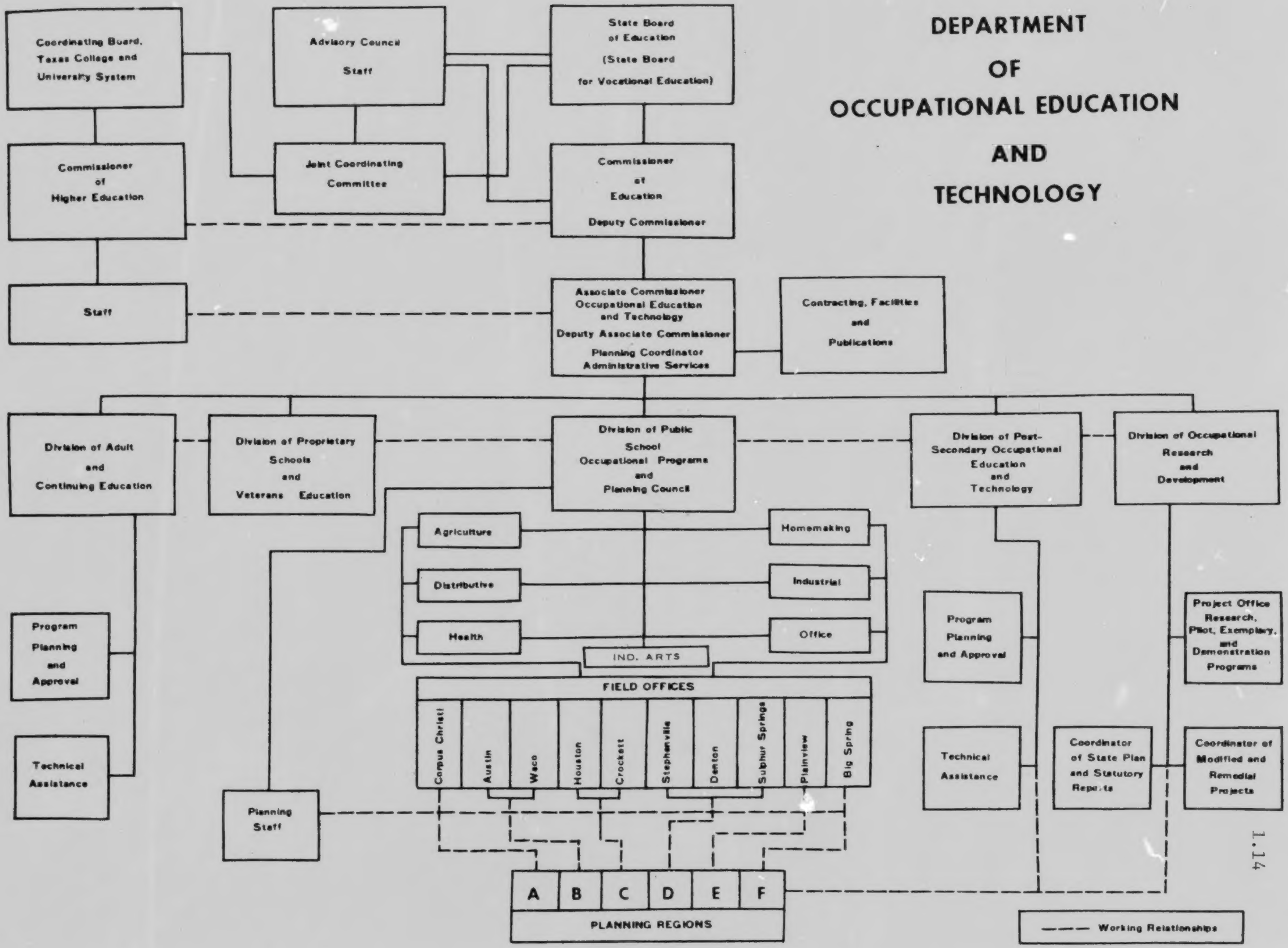
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY


Coordinating Board, Texas College and University System
Advisory Council Staff
State Board of Education (State Board for Vocational Education)
Commissioner of Higher Education
Joint Coordinating Committee
Commissioner of Education Deputy Commissioner
Staff
Associate Commissioner Occupational Education and Technology
Deputy Associate Commissioner
Planning Coordinator Administrative Services
Contracting, Facilities and Publications
Division of Adult and Continuing Education
Division of Proprietary Schools and Veterans Education
Division of Public School Occupational Programs and Planning Council
Division of Post-Secondary Occupational Education and Technology
Division of Occupational Research and Development
Agriculture
Distributive
Health
Homemaking
Industrial
Office
IND. ARTS
FIELD OFFICES
Corpus Christi
Austin
Waco
Houston
Crockett
Stephenville
Denton
Sulphur Springs
Plainview
Big Spring
Program Planning and Approval
Technical Assistance
Planning Staff
Program Planning and Approval
Technical Assistance
Project Office Research, Pilot, Exemplary, and Demonstration Programs
Coordinator of State Plan and Statutory Reports
Coordinator of Modified and Remedial Projects
A
B
C
D
E
F
PLANNING REGIONS
Working Relationships

(d) direct the work of program development, coordination, and evaluation for vocational-technical and adult education, in public schools, post-secondary training institutions and proprietary schools in determining needs for programs;

(e) direct the development of programs, including pilot, special demonstration and experimental programs, and programs for persons who have special needs;

(f) direct the development of vocational guidance programs cooperatively with the Division of Guidance Services;

(g) direct the development of training programs, including the training of teachers;

(h) direct the development of curriculum and instructional materials;

(i) direct the development of research projects;

(j) direct the development of area vocational-technical schools;

(k) direct the development and administration of operating standards for vocational-technical and adult education programs;

(l) coordinate the preparation of financial and statistical reports, budgets, and publications;

(m) approve the allocation of funds to local educational agencies;

(n) review and approve programs of vocational teacher education;

(o) review audit reports relating to vocational-technical programs and special programs for adults;

(p) ensure that the design of vocational-technical and adult programs meets community needs as determined by needs assessment and long-range plans of local educational agencies;

(q) prepare annually a Certified List of Occupational Courses for which funds can be allocated;

(r) direct the evaluation of occupational and adult programs to determine quality and effectiveness; and

(s) direct the development of prevocational and vocational guidance programs and activities designed to assist persons in the selection of, preparation for, and employment in all vocational areas.

1.14B-2 Division of Public School Occupational Education. The functions of the Division of Public School Occupational Education are to:

(a) provide technical and professional services to public schools in planning, organizing, evaluating, and improving secondary occupational education programs including agriculture, distributive, health, homemaking, office, technical, vocational industrial, industrial arts, and community service occupations including training for volunteer firemen and other services and activities.

(b) review secondary school annual vocational program plans and application for funds;
(c) organize and conduct programs of preservice and inservice education for secondary occupational education directors, supervisors, counselors, and instructors;
(d) assist secondary schools in the acquisition and use of curriculum materials and instructional equipment for occupational education;
(e) provide leadership and direction for approved secondary school youth leadership organizations;
(f) collect and prepare data for State and Federal reporting purposes; and
(g) monitor approved secondary school occupational education programs.

1.14B-3 Division of Post-Secondary Occupational Education. The functions of the Division of Post-Secondary Occupational Education are to:

(a) provide technical and professional services to public post-secondary institutions in planning, organizing, evaluating, and improving post-secondary occupational education programs, services, and activities, including training for volunteer firemen;
(b) maintain coordination with the Coordinating Board, Texas College and University System, in approval of post-secondary programs and in collection of enrollment data;
(c) review annual application for funds for post-secondary occupational programs;
(d) organize and conduct programs of preservice and inservice education for post-secondary occupational education directors, supervisors, and instructors;
(e) assist public post-secondary institutions in the acquisition and use of curriculum materials and instructional equipment for occupational education.
(f) provide leadership and direction for approved post-secondary youth leadership organizations;
(g) collect and prepare data for State and Federal reporting purposes; and
(h) monitor approved post-secondary occupational education programs.

1.14B-4 Division of Occupational Research and Development. The functions of the Division of Occupational Research and Development are to:

(a) provide consultative service and technical assistance to school districts and other organizations in the development of research, exemplary, and pilot demonstration projects in occupational education;
(b) review proposals for research, exemplary, and pilot demonstration projects in occupational education as provided for in the State Plan for Vocational Education;

(c) process approved proposals and associated documents;

(d) maintain operational files on research, exemplary, and pilot demonstration projects in progress and reference files on completed projects;

(e) coordinate evaluation of research, exemplary, and pilot demonstration projects in occupational education;

(f) collect, analyze, synthesize, and organize data for development of State Plan for Vocational Education and related fiscal, statistical, and descriptive reports;

(g) initiate and coordinate special projects and activities related to research and development in occupational education; and

(h) monitor approved research, exemplary, and pilot demonstration projects.

1.14B-5 Division of Adult and Continuing Education. The functions of the Division of Adult and Continuing Education are to:

(a) provide consultative service and technical assistance to local education agencies in developing and operating programs for adults and civil defense education;

(b) review and approve applications for adult programs;

(c) organize and conduct inservice training programs for administrative and instructional personnel;

(d) develop procedures for evaluation of special and regular programs for adults;

(e) assist local educational agencies in the acquisition and use of instructional materials and equipment;

(f) monitor approved programs for adults;

(g) collect and prepare data for State and Federal adult and civil defense program reporting purposes; and

(h) assist State advisory committees, commissions, and agencies in planning of special and regular programs for adults and civil defense education.

1.14B-6 Division of Proprietary Schools and Veterans Education. The functions of the Division of Proprietary Schools and Veterans Education are to:

(a) provide staff assistance to the Proprietary School Advisory Commission;

(b) develop policies and procedures to be approved by the Commissioner of Education and the State Board of Education for the approval process of proprietary schools;

(c) provide consultative services to proprietary schools;

(d) develop guides for proprietary schools on how to obtain certificates of approval and permits for representative;

(e) issue certificates of approval to proprietary schools and permits for representative of proprietary schools;

(f) approve qualifications of instructors in proprietary schools and in veterans education programs;

(g) approve schools (public and proprietary) for the training of veterans;

(h) maintain liaison with the Veterans Administration;

(i) collect and prepare data for State and Federal reporting purposes; and

(j) report violations of proprietary school standards, denials of approval, and discontinuances of approval to the Commissioner of Education.

1.14-1 Administrative Responsibility for Professional Personnel Preparation and Development. State professional personnel assigned responsibility for the professional development of vocational and supportive personnel are responsible to the Associate Commissioner. They will assure that adequate programs and services are designed and implemented to enhance the competencies of all vocational and supportive personnel. Administrative commitment is supported by allocation of the resources for professional personnel preparation and development.

The Program Coordinator for Technical-Vocational Education Personnel Development shall be responsible for coordinating the short- and long-term planning functions for training and retraining of vocational personnel. Such planning functions shall include as a minimum (1) inventorying personnel resources available on a continuous basis, (2) estimating needs for additional personnel, (3) establishing priorities for personnel development, (4) developing plans for updating professional personnel through special programs, and (5) assisting in determining the qualifications for new personnel needed for new and emerging programs of vocational-technical education.

1.2 Public Hearings and Information.

1.21 Public Hearings. Public hearings on the development of the State Plan shall be held as required by legislation and in compliance with published State Board policies concerning public disclosure of the goals, priorities, and plans for public education in Texas (Policies of the State Board of Education, 1106 and 3104).

The State Board shall give thirty (30) days prior notification to the general public regarding hearings on the State Plan. State Board agenda are filed with the Secretary of State in advance of meetings.

1.22 Public Information. The State Board, in consultation with The Advisory Council for Technical-Vocational Education in Texas, shall ensure the State Plan is made available to the public. Approximately 2,000 copies of the State Plan will be published and one copy distributed to each individual having a need for it including members of the following groups:

. Members of the State Board of Education
. Regional education service centers
. Vocational teacher-education institutions
. Local public school administrators
. Public community junior college administrators
. Members of The Advisory Council for Technical-Vocational Education in Texas
. Appropriate managerial personnel of the Texas Education Agency
. Texas State Library and other State agencies

A copy of the State Plan will be made available to public school officials in advance of the hearing prior to adoption by the State Board. When the final approved copies are available, copies will be provided at no charge to public school officials and other interested agencies and individuals upon request. A brief summary of the approved State Plan, describing the major provisions of the Plan and highlighting items of general interest, will be developed and disseminated.

1.3 Minimum Qualifications of Personnel.

1.31 Qualifications of State Administrative and Supervisory Personnel. Whenever certification is included as one of the mandatory qualifications for a position described in this Section, certification may be obtained under the provisions of Chapter 13, Subchapter B, Texas Education Code, 1971.

1.31-1 State Commissioner of Education. The duties and qualifications of the State Commissioner of Education are set forth in Paragraph 1.12 of this Section.

1.31-2 Deputy Commissioner of Education. The Deputy Commissioner of Education is appointed by the State Commissioner of Education, subject to the approval of the State Board, and has the responsibilities and qualifications established by State Board policies.

1.31-3 Associate Commissioner for Occupational Education and Technology. The Associate Commissioner shall be a person of high professional qualifications, having a thorough background of training and experience in the fields of technical, vocational, adult, and manpower education and training, and shall possess such other qualifications as the Commissioner of Education may prescribe.

The Associate Commissioner shall be selected by the Commissioner of Education with the advice and consent of the State Board of Education.

The Associate Commissioner will publish annually and make available to public institutions of education a certified list of courses for which funds may be made available in accordance with the appropriations of the Legislature. Only those courses which appear on the certified list will be approved for appropriations or allocations of funds.

(Chapter 31, Subchapter D, Section 31.71, Texas Education Code, 1971)

1.31-3(a) Responsibilities. The responsibilities and tenure of the Associate Commissioner for Occupational Education and Technology are determined by the Commissioner and the State Board. He is directly responsible to the Commissioner of Education and his working relationship with the Board is through the Commissioner. He shall be immediately responsible for the general direction, evaluation, coordination, and administration of all fields of vocational education for which Federal funds are used by the Board, and shall direct and coordinate the activities of the staff in supervising approved vocational education youth organizations.

1.31-3(b) Qualifications. The Associate Commissioner for Occupational Education and Technology shall have five or more years of administrative and/or supervisory experience in public schools, colleges, or the State Department of Education, involving one or more programs of vocational education qualifying under the State Plan, and including a minimum of three years of full-time experience on the State level administering or supervising an approved program of vocational education. In addition, he shall have other qualifications as may be required by the Commissioner of Education and the State Board.

1.31-4 Other State Administrative and Supervisory Personnel. The duties and qualifications of employees of the Texas Education Agency in positions below the level of Associate Commissioner and having responsibilities in vocational education under the State Plan are given in the Appendix.

1.32 Qualifications of Local Administrative and Supervisory Personnel.

1.32-1 Local Vocational Education Administrators (Secondary and Adult). Vocational education administrators in secondary schools must have a bachelor's degree from an accredited college or university, three years of teaching experience in an approved vocational education program preparing students for gainful employment, and a professional supervisor's certificate. If an applicant does not possess a professional supervisor's certificate, the individual must satisfy the course requirements for the certificate at a rate of not less than six semester hours per year.

Vocational administrators of adult programs offered through the secondary schools must possess the same qualifications set forth in the preceding paragraph.

1.32-2 Local Vocational Education Administrators (Post-Secondary and Adult). Vocational education administrators in post-secondary institutions must have a master's degree from an accredited college or university, three years of successful experience in business or industry, and three years of teaching or demonstrated experience in vocational education. They must be knowledgeable in and have an understanding of the vocational education program of the State.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

Vocational administrators in post-secondary institutions must be approved by the Department of Occupational Education and Technology.

1.32-3 Local Vocational Program Supervisors (Secondary and Adult). Vocational program supervisors in secondary schools must have a bachelor's degree from an accredited college or university, three years teaching experience in the vocational program to be supervised, and a professional supervisor's certificate. If an applicant does not possess a professional supervisor's certificate, the individual must satisfy the course requirements for the certificate at a rate of not less than six semester hours per year.

Vocational supervisors of adult programs offered through the secondary schools must possess the same qualifications set forth in the preceding paragraph. Exception: a supervisor of adult programs may substitute six years of acceptable occupational experience for the degree requirement.

1.32-4 Local Vocational Program Supervisors (Post-Secondary and Adult). Vocational program supervisors in post-secondary institutions must have a master's degree from an accredited college or university, three years of successful experience in business or industry, and three years of teaching experience in vocational education. Exception: a supervisor of adult vocational programs may substitute two additional years of occupational experience beyond that required of a teacher in the field supervised for the degree requirement.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

Vocational program supervisors in post-secondary institutions must be approved by the Department of Occupational Education and Technology.

1.33 Minimum Qualifications of Local Education Agency Instructional Personnel.

1.33-1 Agricultural Education.

1.33-1(a) Agricultural Education Teachers (Secondary). Shall have at least a bachelor's degree from a teacher-education institution approved for the preparation of vocational agricultural teachers, with 54 semester hours of technical agriculture, including courses in animal science, soil science, plant science, agricultural economics, and agricultural engineering. Should have specialized training and occupational experience related to the field of assignment in addition to having met the minimum requirements for agricultural education teachers.

Shall have completed a minimum of 18 semester hours of professional education on the junior or senior level, including six semester hours of agricultural education, six semester hours in special methods and practice teaching of vocational agriculture, and six semester hours of general professional education.

Shall have a valid Texas teacher's certificate.

1.33-1(b) Teachers of Agricultural Related Occupations (Post-Secondary). Shall have at least a bachelor's degree from a recognized college or university with a major in agricultural or closely related subjects.

Shall have at least two years of occupational experience or special training in the field of assignment.

Shall be approved by the Department of Occupational Education and Technology.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

1.33-2 Distributive Education.

1.33-2(a) Distributive Education Teacher-Coordinators and Pre-employment Laboratory Teachers (Secondary). Shall have at least a bachelor's degree from an approved four-year college or university and at least two years of recent occupational experience in distributive businesses, this experience to be of such nature as to ensure an authentic knowledge of basic practices followed in retail, wholesale, and service businesses. School supervised employment experience will be evaluated and credited proportionately.

Shall have successfully completed specified professional education courses in approved institutions prior to the second year of teaching or successfully completed orientation courses conducted by the Texas Education Agency in summer workshops.

Shall have a valid Texas teacher's certificate or credential.

1.33-2(b) Distribution and Marketing Education Teacher-Coordinators (Post-Secondary). Shall have at least a bachelor's degree from an approved four-year college or university and at least three years of recent occupational experience in distribution and marketing. This experience must be of such a nature as to ensure an authentic knowledge of basic practice followed in retail, wholesale, service businesses, and management.

Shall be approved by the Department of Occupational Education and Technology.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

1.33-3 Health Occupations Teachers, Coordinators, and Supervisors.

1.33-3(a) Teachers of Associate Degree Nursing Programs. Shall be currently licensed as a registered professional nurse in the State of Texas; shall have a baccalaureate degree in nursing or a related science, from an accredited college or university, and be in the process of graduate study; shall have had not less than two years of recent, varied, professional nurse experience beyond and in addition to that required to receive registered nurse licensure and have demonstrated competence in nursing practice.

Shall be approved by the Department of Occupational Education and Technology.

1.33-3(b) Associate Degree Nursing Program Director or Chairman. Shall have the same qualifications as a teacher, and in addition, shall have a master's degree preferably in nursing education or educational administration, and shall have a background of experience that demonstrates competence in the areas of administration, teaching, and nursing practice.

Shall be approved by the Department of Occupational Education and Technology.

1.33-3(c) Teachers of Vocational Nursing Programs. Shall be a professional nurse, currently registered in Texas, who has not less than two years of recent successful professional nurse experience in a recognized hospital beyond and in addition to that required to receive registered nurse licensure.

Shall be in the process of continuing education and must complete those teacher-education programs specified by the Texas Education Agency.

Shall have a valid Texas teacher's certificate or credential.

1.33-3(d) Vocational Nursing Program Directors or Teacher-Coordinators. Shall meet all the requirements for teachers and shall have taught at least one full year in an accredited vocational nursing program.

Shall have a valid Texas teacher's certificate or credential.

1.33-3(e) Teachers of Pre-employment Preparatory Programs (Secondary). Shall be qualified as a professional practitioner in the health occupations area in which assigned to teach. Shall have passed the required examinations and hold a license or certificate of registration from a state authorized or nationally recognized accrediting agency.

Shall have had at least two years of recent successful experience in the occupational area, and shall complete those teacher-education programs specified by the Texas Education Agency.

Shall have a valid Texas teaching certificate or credential.

1.33-3(f) Teacher-Coordinators of Part-time Cooperative Health Occupations Programs (Secondary). Shall have a bachelor's degree or, in lieu of a degree, shall have demonstrated abilities in teaching, coordination, and management of student learning experiences.

Shall hold a recognized license or certificate as a professional practitioner in one or more health occupations, and shall have not less than two years of recent successful employment experience within a licensed hospital or other health agency beyond that required to become registered or certified and must possess a basic understanding of functions of all health workers and interrelationships of health services and agencies.

Shall have a valid Texas teacher's certificate or credential.

1.33-3(g) Teachers of Other Health Occupations (Post-Secondary). Shall be professionally prepared in the occupational area, have a baccalaureate degree from a recognized college or university with not less than two years recent successful experience beyond basic professional education. They shall also be licensed or certified by the recognized licensing board or agency of Texas or by an organization designated by the United States Commissioner of Education as a nationally recognized accrediting agency or association when State licensure is not required.

Experience may be counted in lieu of a baccalaureate degree. Applicants will be evaluated on individual merit and ability when the health occupation does not require college preparation, and they shall be certified or approved by the Texas Education Agency.

1.33-3(h) Coordinators or Program Directors of Other Health Occupations (Post-Secondary). Shall be a qualified teacher, and shall have had not less than one year of experience in teaching in the assigned occupational area.

Shall be approved by the Department of Occupational Education and Technology.

1.33-4 Consumer and Homemaking Education.

1.33-4(a) Consumer and Homemaking Education Teachers (Secondary). Shall have at least a bachelor's degree in home economics education from a teacher-education institution approved by the State Board for the preparation of vocational homemaking teachers, with a minimum of 48 semester hours in home economics specialization courses distributed through the following areas of home economics: child development, clothing and textiles, foods and nutrition, home management and consumer education, housing, human development, and family and community relations.

Shall have completed at least 18 semester hours of professional education on the junior or senior level, including six semester hours of home economics education, six semester hours of home economics student teaching, and six semester hours of secondary education.

Shall have a valid Texas vocational homemaking certificate.

1.33-4(b) Teachers of Home Economics Cooperative Education Programs. Shall have the same qualifications and meet the same certification requirements as a vocational homemaking education teacher. Should have specialized training and/or occupational experience related to the occupations for which training is being conducted in the program. Participation in a Texas Education Agency sponsored workshop on home economics cooperative education is required of beginning cooperative education teachers.

1.33-4(c) Full-time or Part-time Teachers of Adults. Shall have the same qualifications required of vocational homemaking education teachers of secondary programs.

1.33-4(d) Teachers of Home Economics Pre-employment Laboratory Education Programs. Shall have the same qualifications and meet the same certification requirements as a vocational homemaking education teacher. Should have specialized training and/or occupational experience related to the occupations for which training is being conducted in the program.

1.33-4(e) Homemaking Education Teachers (Post-Secondary). Shall have at least a bachelor's degree in home economics from a recognized college or university.

Shall have at least two years occupational experience or special training in the field of assignment.

Shall be approved by the Department of Occupational Education and Technology.

Teachers of occupational training programs relating to gainful employment and involving knowledge and skills in home economics subjects should have specialized training and occupational experience related to the field of assignment. Teachers of occupational training programs in highly specialized areas such as pattern drafting and design, fashion design, and others, shall have had two years recent experience in the specialization to be taught. Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

1.33-5 Office Education.

1.33-5(a) Office Education Teachers (Secondary). Shall have a bachelor's degree from an accredited college or university with a minimum of 45 semester hours of credit in business and office education. Shall have a minimum of one year of appropriate wage-earning experience in office occupations and shall have taught business education subjects for a minimum of two years.

Shall have successfully completed specified professional teacher-education courses in approved institutions prior to beginning the second year of teaching or successfully completed the orientation course for beginning teachers and other professional programs conducted by the Texas Education Agency in annual summer workshops.

Shall have a valid Texas teacher's certificate or credential.

1.33-5(b) Teachers of Vocational Office Education (Post-Secondary). Shall have a bachelor's degree from an accredited college or university with a major in business and office education.

Shall have a minimum of one year of appropriate wage-earning experience in office occupations and shall have taught business education subjects for a minimum of two years.

Shall be approved by the Department of Occupational Education and Technology.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

1.33-6 Technical Education.

1.33-6(a) Technical Education Teachers (Secondary). Shall have two years of post high school education or training in technical, scientific, or mathematical fields and three years of occupational experience. Of the three years occupational experience, one must be continuous, recent, and full-time. Technical training in the military services may be used to satisfy this requirement when such training is verified by service records and/or other documented evidence of experience and knowledge of the technical field of teaching assignment.

Shall have completed six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and completed six additional semester hours of these courses prior to beginning the third year of teaching.

Shall be approved by the Department of Occupational Education and Technology.

1.33-6(b) Technical Education Teachers (Post-Secondary). Shall have a bachelor's degree in technical, scientific, or mathematical fields from an accredited college or university, and shall have at least three years of work experience in the technical occupation, or closely related occupation to be taught. At least twelve months of the required work experience must have been recent and continuous.

Shall be approved by the Department of Occupational Education and Technology.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in approving qualifications of such candidate in lieu of those stated above.

1.33-7 Trade and Industrial Education.

1.33-7(a) Trade and Industrial Education Teacher-Coordinators (Secondary). Shall have a bachelor's degree from a teacher-education institution approved for the preparation of trade and industrial education teacher-coordinators.

Shall have at least three years of experience in two or more approved industrial occupations or skilled trades, with one year being full-time continuous employment, or shall have a bachelor's degree from an approved four-year college or university, including at least 12 semester hours of teacher-training courses specified by the State Board.

Shall have at least two years of teaching experience in a secondary school or other leadership experience and training together with the maturity needed to perform satisfactorily as a teacher-coordinator, and shall have at least three years of occupational experience in two or more industrial occupations or skilled trades, one year of which provided continuous full-time employment in a single occupation or trade.

Shall complete 12 semester hours of specified professional teacher-education courses. Preferably, six semester hours should be completed prior to the first year of assignment as a teacher-coordinator. Persons employed too late to enter summer school prior to the first year of assignment shall complete six semester hours prior to the second year assignment as a teacher-coordinator. Preferably, the additional six semester hours of the 12 required should be taken prior to the second year of assignment, but shall be completed prior to the third year of assignment as a teacher-coordinator.

Shall be approved by the Department of Occupational Education and Technology.

1.33-7(b) Trade and Industrial Education Teacher-Coordinators (Post-Secondary). Shall have a bachelor's degree from an approved four-year college or university, including at least 12 semester hours of teacher-training courses specified by the State Board, and shall have three years of occupational experience in two or more industrial occupations or skilled trades, one year of which provided continuous employment in a single occupation or trade. Should be able to work with individual employers in designing specific training stations for cooperative students.

Shall be approved by the Department of Occupational Education and Technology.

Upon recommendation of the local education agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in lieu of those stated above.

1.33-7(c) Trade and Industrial Education Shop Teachers (Secondary). Shall have a bachelor's degree from a teacher-education institution approved for the preparation of trade and industrial shop teachers and shall have at least three years of experience in the occupation or skilled trade to be taught approved by or for the State Board, or shall have a high school diploma or its equivalent and a minimum of five years of experience as a worker in the field of teaching assignment, or shall have graduated from a recognized technical college or approved post high school occupational program (substitution may be made for up to two years of the occupational experience requirement provided at least one year of the three years work experience is full-time and immediately prior to assignment as a vocational teacher).

Shall have completed a minimum of six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and complete six additional semester hours of these courses prior to beginning the third year of teaching.

1.33-7(d) Trade and Industrial Education Shop Teachers (Post-Secondary). Shall have a high school diploma, and five years experience as a worker in the field in which they are to teach, or be graduated from a recognized technical college with three years of working experience in the trade they are to teach, or have training and ability equal to a journeyman craftsman.

Shall be approved by the Department of Occupational Education and Technology.

1.33-8 Industrial Arts Education.

1.33-8(a) Industrial Arts Teachers. Shall have a bachelor's degree from an accredited college or university with a minimum of 48 semester hours in industrial arts education.

Shall have a provisional or permanent certificate with an endorsement to teach industrial arts in middle school, junior high school, or high school as per individual teacher assignment in a school system.

Industrial arts teachers with a provisional certificate who have not completed at least 45 clock hours of organized work in instructional units included in the curriculum he or she is to teach shall complete 45 clock hours of organized class instruction for each instructional unit. A minimum of one of the required instructional units of 45 clock hours will be completed each year until all of the required instructional units have been completed.

1.33-9 Teachers of Vocational Programs for the Disadvantaged. Because of the nature of this program, the following provisions shall apply, except that when a school official desiring to employ a teacher who is substantially but not fully qualified presents a plan by which he will become fully qualified, the Associate Commissioner, upon approval of the written plan, may accept such plan in meeting a part of the educational or occupational experience requirements, provided progress toward completing the plan is made each year.

1.33-9(a) Coordinated Vocational-Academic Education Teacher-Coordinators. Shall have a bachelor's degree from a teacher-education institution approved for the preparation of Coordinated Vocational-Academic Education teacher-coordinators and shall have two years experience as a wage earner in two or more occupations for which training is being offered or be a graduate of a recognized college or university and have two years experience as a wage earner in two or more occupations for which training is being offered.

Shall have two years of teaching experience in a secondary school or other leadership experience and training together with the maturity needed to perform satisfactorily as teacher-coordinator.

Shall have completed six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and complete six additional semester hours of these courses prior to beginning the third year of teaching.

Shall have a valid Texas teacher's certificate or credential.

Teachers of cooperative part-time programs shall complete the first six semester hours of these specified courses prior to beginning the first year of teaching or successful completion of professional teacher-education courses conducted by the Texas Education Agency in summer workshops.

1.33-9(b) Vocational Agriculture Teachers of Coordinated Vocational-Academic Education Pre-employment Laboratory Programs. Shall be occupationally competent and hold a valid Texas vocational agriculture teacher's certificate. Shall attend a special workshop sponsored by the Texas Education Agency for teachers in the Coordinated Vocational-Academic Education agriculture-related program.

1.33-9(c) Home Economics Teachers of Coordinated Vocational-Academic Education. Shall have the baccalaureate degree in home economics education from a college or university approved by the State Board of Education for the preparation of vocational homemaking education teachers, and shall have a valid Texas vocational homemaking education teacher's certificate.

Shall achieve a teaching endorsement for Coordinated Vocational-Academic Education on the vocational homemaking education certificate.

The permanent teaching endorsement for Coordinated Vocational-Academic Education is achieved as follows:

- Prior to the first year of teaching in a Home Economics Coordinated Vocational-Academic Education program, the teacher must participate in a three-weeks Coordinated Vocational-Academic Education workshop sponsored by the Texas Education Agency in an approved college or university designated by the Texas Education Agency to conduct the workshop.

- After completion of the first workshop, the teacher receives, upon application by the superintendent, an emergency teaching permit valid for one year.

- Prior to the second year of teaching in a Home Economics Coordinated Vocational-Academic Education program, the teacher must participate in a second three-weeks workshop sponsored by the Texas Education Agency in an approved college or university designated to conduct the workshop.

- After the completion of the two three-weeks workshops, the teacher is eligible for a permanent teaching endorsement on the vocational homemaking certificate.

1.33-9(d) Office Education Teachers of Coordinated Vocational-Academic Education Pre-employment Laboratory Programs. Shall have a bachelor's degree from a teacher-education institution with a major in a business field and prior to employment, shall have two or more years of recent wage-earning experience in one or more of the occupational areas to be taught, or shall be a teacher in the regular vocational office education program.

Shall have completed six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and complete six additional semester hours of these courses prior to beginning the third year of teaching.

Shall have a valid Texas teacher's certificate.

1.33-9(e) Other Teachers of Coordinated Vocational-Academic Education Pre-employment Laboratory Programs. Shall have a bachelor's degree from a teacher-education institution approved for the preparation of Coordinated Vocational-Academic Education pre-employment laboratory teachers. Shall have two years of recent wage-earning experience in one or more of the occupational areas to be taught, or a high school graduate, or equivalent, with five years of recent wage-earning experience in one or more of the instructional areas of the cluster to be taught, or a college or university graduate with two years of recent wage-earning experience in one or more of the instructional areas of the cluster to be taught, or be a certified vocational teacher in the occupational area to be taught.

Shall have completed six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and complete six additional semester hours of these courses prior to beginning the third year of teaching.

Shall have a valid Texas teacher's certificate or credential.

Teachers of cooperative part-time programs shall complete the first six semester hours of these specified courses prior to beginning the first year of teaching or successful completion of professional teacher-education courses conducted by the Texas Education Agency in summer workshops.

1.33-10 Teachers of Vocational Programs for the Handicapped. Because of the nature of this program the following provisions shall apply, except that when a school official desiring to employ a teacher who is substantially but not fully qualified presents a plan by which he will become fully qualified, the Associate Commissioner, upon approval of the written plan, may accept such plan in meeting a part of the educational or occupational experience requirements, provided progress toward completing the plan is made each year.

1.33-10(a) Teacher-Coordinators of Cooperative Part-time Programs. Shall have a bachelor's degree from a teacher-education institution approved for the preparation of teacher-coordinators of cooperative programs of the handicapped and shall have two years of wage-earning experience in one or more occupations for which training is offered approved by or for the State Board, or be a graduate of an accredited college or university, and have two years wage-earning experience in two or more occupations for which training is being offered, and have two years teaching experience in secondary schools.

Shall have a valid Texas teacher's certificate or credential.

1.33-10(b) Teachers of Pre-employment Laboratory or Shop Programs. Shall have a bachelor's degree from a teacher-education institution approved for the preparation of teachers of vocational pre-employment laboratory or shop programs for the handicapped and prior to and/or during progress in pursuing this degree, the candidate shall be required to have two years of recent wage-earning experience in one or more of the occupational areas to be taught approved by or for the State Board, or shall be a high school graduate or equivalent with five years of recent wage-earning experience in one or more of the instructional areas to be taught, or shall be a college or university graduate with two years of recent wage-earning experience in one or more of the instructional areas to be taught, or shall be a certified teacher in a regular vocational program related to the instructional area being taught.

Shall have completed six semester hours of specified professional teacher-education courses prior to beginning the second year of teaching and complete six additional semester hours of these courses prior to beginning the third year of teaching.

Shall have a valid Texas teacher's certificate or credential.

Teachers of cooperative part-time programs shall complete the first six semester hours of these specified courses prior to beginning the first year of teaching or successful completion of professional teacher-education courses conducted by the Texas Education Agency in summer workshops.

1.33-11 Vocational Guidance Personnel Other Than Vocational Counselors. Vocational guidance personnel shall include but not be limited to persons who are assigned to positions for the purposes of (a) providing vocational group guidance through instruction in prevocational classes and laboratories, (b) coordinating vocational guidance activities, and (c) job placement activities.

Vocational guidance personnel (occupational orientation teachers, vocational guidance coordinators, and job placement coordinators) shall: (a) have two years of recent wage-earning experience in one or more occupations other than teaching (the wage-earning experience of teachers of prevocational laboratory programs shall be in the occupational field for which instruction is offered), (b) hold an earned baccalaureate degree from an accredited college or university, and (c) complete 12 semester hours of specified professional education courses relative to their assignment prior to beginning the third year of employment.

1.33-12 Teachers of Academic and Other Subjects Requiring Other Than Vocational Experience for Professional Positions. Because of the nature of this program, the following provisions shall apply, except that when a school official desiring to employ a teacher who is substantially but not fully qualified presents a plan by which he will become fully qualified, the Associate Commissioner, upon approval of the written plan, may accept such plan in meeting a part of the educational or occupational experience requirements, provided progress toward completing the plan is made each year.

1.33-12(a) Secondary. Secondary teachers requiring other than vocational experience shall have a baccalaureate degree from an accredited four-year college or university or the necessary higher education required to qualify for a regular teaching certificate in the academic areas to be taught.

They shall complete professional teacher-education courses contracted for or conducted by the Department of Occupational Education and Technology, and shall have a valid Texas teacher's certificate.

1.33-12(b) Post-Secondary. Post-secondary teachers requiring other than vocational experience shall have a bachelor's degree from an accredited college or university with a major in the field to be taught, and shall have had experience reasonably related to the duties and functions to be performed.

Post-secondary teachers requiring other than vocational experience shall be approved by the Department of Occupational Education and Technology.

1.34 Qualifications of Other Vocational Education Personnel.

1.34-1 Teacher Educators. Teacher educators shall have a graduate degree, a valid certificate in the appropriate area, and a minimum of three years successful teaching, counseling, or supervisory experience in the appropriate field of vocational education for which professional education is conducted. Teachers of subject matter courses shall meet the standards of the approved institution in the subject matter field taught.

Teachers needed on a part-time basis to supplement the regular approved faculty may be approved provided they meet the requirements of the above and may be employed for a specific assignment when approved by the division program director.

1.34-2 Vocational Counselors.

1.34-2(a) Secondary Vocational Counselors. Secondary vocational counselors shall have a baccalaureate degree and have completed 12 semester hours of graduate guidance courses from an accredited college or university. They shall complete an additional 12 semester hours of specified professional vocational guidance and counseling courses prior to their third year of employment. If they do not possess a professional counseling certificate after the above mentioned 24 hours are successfully completed, then they shall continue at a rate of not less than six semester hours per year to complete requirements for a professional counseling certificate. They shall have (1) a combination of three years experience which includes a minimum of one year of wage-earning experience in an occupation for which vocational education is conducted and may include one year of teaching experience in public secondary schools or (2) have two years of teaching experience in an approved vocational program preparing students for gainful employment.

1.34-2(b) Post-Secondary Vocational Counselors. Post-secondary vocational counselors shall have a graduate degree in an appropriate counseling program from a recognized college or university and three years of wage-earning experience, one year of which shall be recent and continuous. One year of appropriate teaching may be considered by the Associate Commissioner in lieu of one year of employment experience when specifically recommended by the local education agency. The candidate shall have demonstrated ability to work successfully in a counseling situation.

They shall be approved by the Department of Occupational Education and Technology.

1.34-3 Paraprofessional Qualifications.

1.34-3(a) Aide I. An Aide I must be a high school graduate and be capable of assisting a professional by duplicating materials, performing clerical operations, preparing media developed by the professional, assisting with operation, storage, and use of educational media, and preparing teaching aids, mock-ups, and displays under the direction of the appropriate professional.

1.34-3(b) Aide II. An Aide II must be a high school graduate and possess job skills by experiences or education and/or be engaged in an instructional program for paraprofessionals and be capable of assisting a professional by duplicating materials, performing clerical operations, preparing media developed by the professional, assisting with operation, storage, and use of educational media, and preparing teaching aids, mock-ups, and displays under the direction of the appropriate professional.

1.34-3(c) Aide III. An Aide III must have at least two years of college education majoring in the field for which employed or be enrolled with advanced standing in a vocational teacher-education program in the vocational field for which employed; or have demonstrated ability and experience in the occupational field to which assigned as an aide.

An Aide III must be approved by the Department of Occupational Education and Technology.

1.34-4 Curriculum Development Personnel in Local Education Agencies, Education Service Centers, and Teacher-Training Institutions.

Curriculum development personnel must have three years of teaching experience in an approved vocational program and three years of experience in one or more occupations for which vocational education may be offered, including the occupation of homemaker.

They must have a bachelor's degree with six semester hours in curriculum development courses, or in lieu of such courses, have demonstrated ability in the development of vocational instructional materials.

Curriculum development personnel must be approved by the Department of Occupational Education and Technology.

1.34-5 Personnel for Exemplary Programs and Teacher-Coordinators of Cooperative Vocational Education Programs.

1.34-5(a) Exemplary Programs. Local administrative and instructional personnel responsible for exemplary programs or projects funded under Part I, Section 6.0, of this Plan will have the qualifications and experience necessary to accomplish the objectives of the program or project.

1.34-5(b) Teacher-Coordinators of Cooperative Vocational Education Programs. Teacher-coordinators of the cooperative vocational education programs described in Part I, Section 9.0, of this Plan shall have the minimum qualifications of teacher-coordinators of the vocational program to which the Part G program is closely related and shall have a valid Texas teacher's certificate (see Paragraph 1.33 of this Plan).

1.34-6 Teachers of Adult Education Classes. Teachers of adults must have the same qualifications as those specified for secondary and post-secondary teachers in Paragraph 1.33 of this Plan, except that any degree requirement may be waived for a teacher of a short-term or single-skill class for adults provided the teacher is a high school graduate and possesses an appropriate combination of post-secondary education and recent occupational experience in the occupation to be taught. Teachers not meeting the qualifications specified in Paragraph 1.33 must be approved by the Department of Occupational Education and Technology.

1.4 Professional Personnel Preparation and Development.

1.41 Policies and Procedures for Personnel Preparation and Development.

1.41-1 Design of Personnel Development Program. Vocational education personnel are qualified by both preservice and inservice disciplines. Preservice in some cases is provided through specific degree programs in institutions of higher education; in other cases, however, preservice vocational teacher preparation consists of trade experience only. The State, through its own professional staff and through institutions of higher education, conducts extensive inservice activities that are designed to provide or enhance competencies of vocational teachers and vocational ancillary personnel.

Inservice activities are provided in summer sessions of six weeks duration, in two-week summer orientation courses, and in activities throughout the school year that range from one-day, drive-in Texas Education Agency workshops to semester-long courses on university campuses or through extension courses.

Particular emphasis is assigned to the inservice development of personnel in administrative and planning positions, to inservice teacher preparation of personnel who teach children identified as educationally disadvantaged or handicapped, and to inservice activities for ancillary personnel.

The illustration associated with this Section (see Appendix 1.41-1) shows the major elements which contribute to the design of the Texas Personnel Development System. Information from local education agencies is utilized in determining needs of professional personnel, as well as for determining the extent to which specific professional development programs, services, and activities are meeting such needs.

The State Board for Vocational Education shall allocate funds granted to the State under the Education Professions Development Act (EPDA), Part F, Section 553, which was originally Title II, Section 553 and 554 of Public Law 90-576. Such funds shall be used to supplement and increase the level of expenditures required for administering a State program for the professional improvement of all vocational-technical personnel.

1.41-2 Policies and Procedures for Personnel Development System. The State Board through the Department of Occupational Education and Technology shall allocate funds obtained by grant to applicants upon the basis of individual proposals. Funds allocated on a proposal basis may be used for projects and activities such as:

- Inservice training for all technical-vocational personnel and other supporting staff members to improve the quality of instruction, supervision, and administration of technical-vocational education programs.
- Exchange of technical-vocational education teachers and other vocational personnel with (1) skilled technicians or supervisors in industry and (2) teacher educators or State supervisory staff for the purpose of improving cognitive and/or manipulative competencies of the participants. Such exchange projects must provide mutual agreements for preserving employment and retirement status and other employment benefits during the period of exchange.
- Inservice activities which will be a part of a career ladder program designed for the purpose of recruiting and training individuals with emphasis given to recruitment from minority or ethnic groups as vocational educators.
- Short-term or regular-session institutes or other training programs or projects designed to improve the qualifications of persons entering or reentering the field of technical-vocational education, except that funds may not be used for seminars, symposia, workshops, or conferences unless these are part of a continuing program of inservice training.

The Advisory Council for Technical-Vocational Education in Texas shall be consulted in the process of the assessment and establishment of priorities for professional improvement of all vocational personnel.

1.41-3 Encouraging and Conducting Professional Development of Personnel. The State Board of Education, through the Department of Occupational Education and Technology, encourages and conducts ongoing statewide activities which are designed to contribute to the professional development of vocational education personnel. Such activities are intended to assure an adequate source of supply of competent, qualified teachers, counselors, supervisors, administrators, and other vocational education personnel, including State staff members.

Designated educational institutions, including colleges and universities, education service centers, Education Personnel Development Consortia, and local education agencies, cooperate in providing programs of teacher training. Such institutions furnish staff and physical facilities, which are described in written agreements, for the training of professional personnel. Business and industry, The Advisory Council for Technical-Vocational Education in Texas, and other agencies and institutions are involved in identifying needs and in planning and implementing programs for personnel development.

Professional personnel development is encouraged through personal contacts by the State supervisory staff, by statewide distribution of printed information from the Texas Education Agency and cooperating institutions, and by certification requirements. Institutes, workshops, and courses are described and participant benefits are outlined.

1.41-4 Inservice and Preservice Personnel Development. Inservice personnel development affects all State vocational personnel. All divisions provide annual inservice workshops for all instructional and supervisory personnel. These workshops extend over an entire week and are scheduled during the latter part of July. Outstanding resource people are secured to share their unique insights in the various career fields. Regional inservice workshops of one day's duration are scheduled throughout the academic year.

Texas public schools conduct ten days of inservice training for professional staff members. Five of these inservice days must precede the new school term each year. The staff for the administration of professional development, with the assistance of other professional staff members of the Department of Occupational Education and Technology, participates in this activity on a continuing measurable impact to be made with administrative and ancillary staffs and with academic teachers, as well as with vocational personnel.

State staff members who provide direct service to schools participate in semi-annual inservice workshops. Staff members may participate in planning workshops, drug education seminars, institutes, and other developmental activities. Funds available under the Vocational Education Amendments of

1968 and Part F of the Higher Education Act of 1965 may be used for professional growth activities consistent with Texas Education Agency Operating Procedures 05-22 and 05-24 (see Appendix--Section 1.41-4). Teacher trainers are invited to attend all inservice activities. Their participation enhances the sessions and their classes benefit from the information and trends that may be replicated in on-campus activities.

New approaches for preservice training are currently being pursued through research activities. There are commonalties among the several preservice personnel development programs which are being identified. These common experiences need to be provided in all areas of the State with earned credits being transferable among all vocational teacher-training institutions.

There are specific instructional areas that are unique to the preparation of personnel for each vocational field. Through a federation of preservice institutions, specific instruction may be provided in designated locations. Current research promises evidence that this approach may provide improved instruction and facilities that will better prepare vocational personnel.

All professional development activities, both preservice and inservice, are expressly designed to relate to the actual situation in schools for which personnel are trained, and to provide trainees and expertise that will increase their on-the-job effectiveness.

1.41-5 Requirements for Personnel. The minimum qualifications for vocational education personnel are set forth in Subsection 1.3 of this Plan.

1.41-6 Developing the Capability to Meet Personnel Needs. Various local, State, and Federal agencies having a concern for education, business and industry, institutions of higher education, Education Personnel Development Consortia, and local education agencies will be represented in meetings arranged by the Texas Education Agency to determine ways of providing competencies needed by vocational personnel. Compendiums for courses of study will be determined and an assessment of institutional capabilities will be made. From these bases institutions will have an opportunity to develop initial and/or increased expertise in providing developmental disciplines for professional personnel. Each agency cooperating in the professional development of vocational education personnel will be encouraged to assess its capabilities and to adjust, where necessary, its resources in a manner that will provide the specific training needed by professional personnel. Where practical and possible, arrangements will be made for the exchange of personnel between business and industry and educational agencies; such exchanges should serve as a means of promoting complementary understanding and knowledge between these two components of our economy.

1.41-7 Utilization of Other Resources. Proposals for projects to train and retrain experienced vocational-technical personnel may be submitted by the following agencies:

- Texas Education Professions Development Consortia. Projects proposed by such consortia must provide for cooperative arrangements with public schools and education service centers, institutions of higher education, commercial enterprises, and/or business and industry.

- Institutions of higher education.

- Local education agencies other than institutions of higher education. Only education service centers and/or metropolitan school districts which have the need and capability of conducting such projects are eligible.

- Other educational institutions or commercial enterprises providing there is assurance the project will be in cooperation with a public school offering a comprehensive program of vocational education.

1.41-8 Sabbatical and Educational Leave. Funds used under the State Plan for salaries paid to non-clerical employees under the State Plan may include that part of the salary paid for time spent on (1) sabbatical leave or (2) educational or other leave needed to obtain additional education, training, or experience of benefit to programs, services, and activities described in this Plan. Such leave shall be in accordance with State statutes, policies of the employing board, agency, or institution applicable also to other employees of similar rank and grade.

Educational leave for members of the State staff for technical-vocational education shall be in addition to the allocation for educational leaves for other personnel of the Texas Education Agency. Operating Procedure 05-24 of the Texas Education Agency (see Appendix--Section 1.41-4) shall be observed for approving educational leave of State staff.

The State Board may contract with other education agencies or institutions to provide for educational or sabbatical leave to their technical-vocational personnel under their policies for such leaves which are needed to obtain additional education, training, or experience of benefit to programs, services, or activities conducted under the provisions of this Plan.

Funds allocated to the State under this Plan may be used to pay the salary of an employee on such leave and the salary of the person employed to replace him, as long as the replacement is otherwise eligible.

Sabbatical leave earned by the employee on the basis of time of service will be based on the prorated portion of the employee's time that was given to programs, services, and activities under the State Plan during the period in which the leave was earned.

1.41-9 Internship for Professional Development. The State Board may contract with other education agencies to provide internships as part of the preparation of or professional improvement of technical-vocational personnel.

Internships in technical-vocational education may be used to qualify individuals for technical-vocational positions when they do not fully meet the qualifications for the positions as stated in this Plan.

Interns will be selected using the same procedures that are used for approval of other technical-vocational personnel in the area in which preservice programs are non-existent.

Interns will be expected to fulfill, on an assistant basis, the duties and responsibilities of the position for which they are preparing to the same degree of the regular employees of the employing institution. They shall also abide by the rules, regulations, and policies governing the employment and conduct of technical-vocational staff members of the employing agency.

The internship will be evaluated periodically by the employing institution in cooperation with the intern and the Department of Occupational Education and Technology.

1.42 Review and Modification of Personnel Qualification Standards. The State Board, through consultation with the State Advisory Committee for Professional Personnel Development, has the responsibility for setting qualification standards, reviewing standards, and making such revisions in personnel qualification standards as may be necessitated by changing requirements.

1.42-1 Review and Evaluation of the Professional Development of Personnel. The Associate Commissioner for Occupational Education and Technology will assure that administrative and supervisory responsibilities are carried out as required under the Act. Members of the departmental professional staff will conduct both periodic and ongoing review and evaluation activities. Periodic reviews will be conducted to determine if goals and objectives are relevant and if criteria for evaluation are pertinent. Ongoing activities shall include program reviews, monitoring visits, participant interviews, and interviews with school administrators who employ the personnel who have received inservice training. Programs shall be reviewed to determine that they have been structured and are being conducted in a manner that will accomplish objectives indicated in the projects.

The Department of Occupational Education and Technology will provide professional staff assistance to agencies conducting professional development programs. Included in this activity will be assistance in evaluation of projects and dissemination of findings.

1.42-2 Improvement of Qualifications of Personnel. The State Advisory Committee for Professional Personnel Development will evaluate periodically the minimum qualifications of professional personnel and make recommendations to the State Board regarding reviewing and modifying qualifications.

The State Board will provide opportunities for professional personnel having responsibilities for vocational education in the State to improve their qualifications through a variety of programs and activities such as intra-agency staff development and continuing inservice education programs for vocational personnel in local education institutions.

1.42-3 Preservice Training. Preservice teacher education will be provided vocational education personnel for whom special vocational certificates or credentials are required by State teacher accreditation laws. Such personnel include guidance personnel and teachers, coordinators, and supervisors in the fields of agricultural education, distributive education, home economics education, technical education, trade and industrial education, business and office education, health occupations, and other approved vocational programs.

Teacher education services will be made available to vocational education personnel employed in technical institutes, junior colleges, senior colleges, and adult programs.

1.42-3(a) Written Agreements with Teacher-Education Institutions. Programs of vocational teacher education shall be operated in accordance with cooperatively developed written agreements between designated institutions and the State Board. Separate plans shall be prepared describing the several phases of each vocational personnel training program for which the institution is approved. The total number of individuals to be served will be based on the actual and projected demand for vocational education personnel preparation and development as shown in Table 8, Part II of this Plan.

Such agreements shall include a description of (1) preservice programs, including practice teaching and student teaching programs; (2) the qualifications and assignments of personnel conducting professional and technical teacher education; (3) inservice programs, both on campus and off campus; (4) vocational teaching observation centers in local school districts; (5) other responsibilities of the institution such as research studies, vocational surveys and evaluations, development of instructional materials and teaching aids; (6) the policies and procedures to be utilized in evaluating the effectiveness of the programs, and (7) internships with participating schools, businesses, or industries.

Separate budgets for each vocational teacher-education program for which the teacher-education institution is approved are required as part of the written agreement.

1.42-4 Inservice Education. The State Board may enter into agreements or arrangements with institutions of higher education for continuing inservice teacher education and development programs to improve the competencies of all types of vocational education personnel. The total number of individuals to be served will be based on the actual and projected demand for vocational education personnel preparation and development as shown in Table 8, Part II of this Plan.

1.42-5 Other. Inservice training for vocational education teacher aides (non-institutional and laboratory assistants) will be provided by the State Board or by designated teacher-education institutions as needed. A continuous evaluation will be conducted by the State Board of all professional preparation and improvement programs. Career ladder programs for vocational educators will be provided by the State Board or by designated teacher-education institutions in cooperation with industry and local education agencies.

Five levels of activity will be provided for in the career ladder programs. The levels shall include:

. Level I Teacher Assistant - Qualifications same as Teacher Aide III (see Subparagraph 1.34-3 of this Plan).

. Level II Shop Teacher - Occupational experience plus below baccalaureate level professional preparation.

. Level III Shop Teacher - Occupational experience plus baccalaureate degree.

. Level IV Master Teacher - Occupational and teaching experience plus post-graduate credit.

. Level V Supervisor-Teacher - Teaching experience in Level III or IV and master's degree or post-master's credit.

As a part of the career ladder program, the State Board may provide for internship programs for vocational teaching, guidance, and supervisory personnel.

To strengthen vocational education, the State Board may provide for exchange programs, when practical and feasible, for personnel in local education agencies, teacher-education institutions, and from the State staff with competent employees in business and industry and other educational institutions. The exchange program, determined by the identified needs of personnel and availability of funds, shall include mutual agreements for the purpose of preserving tenure, retirement benefits, and other employment benefits during the exchange period.

1.43 Determination of Personnel Preparation and Development of Priorities.

1.43-1 Development of Prospective EPDA Cooperative Arrangement Proposals. The development of EPDA cooperative arrangement proposals will be based upon comprehensive analysis of vocational education programs, services, and activities to determine the need for professional personnel preparation and development.

1.43-2 Determining Priorities. Priorities are established and ranked according to identified unmet vocational-technical personnel needs. Highest priority is assigned to personnel development projects which are designed to meet specific inservice personnel training needs and have the potential to provide maximum impact on the State's vocational education program. Priorities are determined by the Texas Education Agency in consultation with The Advisory Council for Technical-Vocational Education in Texas and local education agencies. Priorities for the State will be in agreement with regional and national priorities and concerns. Priorities for professional development in Texas, stated in rank order, are to:

. Orient professional development projects to the concept of career education

. Update the occupational competencies and teaching techniques of occupational education teachers and ancillary personnel

. Implement a temporary exchange program for promoting effective relationships between occupational education personnel and industrial and governmental personnel

. Continue inservice training for occupational teachers of the disadvantaged and the handicapped

. Update the competencies of occupational professional personnel trainers

. Prepare professional personnel to help students acquire meaningful career-related information

- Aid the State staff in utilizing "management-by-objectives" concepts for decisionmaking

1.43-3 Significance of Subprojects. Proposals for subprojects are specifically designed to address published priorities. Proposed professional development activities must be structured to accomplish objectives that are oriented toward students, school systems, institutions, and agencies. Guidelines for institutions desiring to submit proposals are published and are readily available.

1.43-4 Phasing in Project Results. Project results are disseminated through publications of Texas' 20 education service centers, through Texas Education Agency publications and news releases, and through the public news media of the State. Successful training projects are given visibility at administrators' conferences. Institutions with the capability of replicating successful training projects are provided information and consultative services that will assist them in utilizing such activities in their system. Because of the size of the State, this approach is particularly appropriate to assure equitable geographic opportunities for professional development.

It is anticipated that institutions conducting professional development programs under the Texas Plan for Professional Development will make Part F funded activities a part of their regular, ongoing commitment. As this becomes a reality, State support will replace Part F funds, which may then be used to encourage similar institutional change at other locations or in other priority areas.

1.44 Advisory Committee. The Advisory Council for Technical-Vocational Education in Texas serves in a dual capacity, as it also functions as the advisory committee for professional personnel development. Its composition includes:

- Two persons familiar with the vocational needs and problems of management and labor in the states.
- Two persons representing State industrial and economic development agencies.
- Two persons representative of community and junior colleges and other institutions of higher education, area vocational schools, technical institutes, and post-secondary adult education agencies or institutions, which may provide programs of vocational or technical education and training.
- One person familiar with the administration of State and local vocational education programs.
- One person having special knowledge, experience, or qualifications with respect to vocational education and who is not involved in the administration of State or local vocational education programs.

- One person familiar with programs of technical and vocational education, including programs in comprehensive secondary schools.
- One person representative of local educational programs.
- One person representative of school boards.
- Two persons representative of manpower and vocational education agencies in the State and the Comprehensive Area Manpower Planning System (CAMPS) of the State.
- One person representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students.
- One person with special knowledge, experience, or qualifications of academically, socially, economically, and culturally disadvantaged students.
- Five persons representative of the general public, of whom at least one shall be knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding categories.

The members of this committee are nominated by the Governor of the State, are appointed by the State Board of Education, and are confirmed by the State Senate.

Duties of the advisory committee are to:

- Advise on policy development and program implementation.
- Recommend strategies for the realization of the State technical-vocational personnel development program.
- Assist in the assessment of program needs.
- Assist in review of ongoing programs.
- Assist in determination of priorities for vocational personnel development.
- Assist in the dissemination of information regarding personnel development programs, services, and activities.

1.45 Procedures for Obtaining and Approving Projects and Activities.

1.45-1 Procedures for Obtaining Proposals. A general request for proposals is made to eligible institutions and, after proposals are evaluated, funds are made available to the institutions whose proposals seem most desirable. All proposals are prepared in accordance with procedures provided in Vocational Education Professions Development Guidelines for

Projects, a publication of the Department of Occupational Education and Technology and included in the Appendix to this Plan.

Because of demonstrated expertise, locale, or other pertinent factors, an institution may be selected to develop and conduct a project without a statewide request for proposals.

1.45-2 Procedures for Approving Projects and Activities. Review criteria require that applications for funding:

- Address one or more of the State priority objectives for unmet needs.
- Evaluate the outcomes and feedback into the delivery system.
- Relate to students, school systems, institutions and other agencies.
- Coordinate with other resources and programs.
- Describe the details of the training program.
- Provide for disseminating results of projects.

1.46 Supplement Funds. Funds granted to the State Board under Section 553, Title II, of this Act shall be used to supplement, and to the extent practicable, to increase the level of funds for all technical-vocational education personnel development. In no case shall 553 funds supplant any funds now being used for technical-vocational education personnel development.

1.47 Coordination with Other Resources and Programs. The State Board accepts the responsibility for the coordination of all resources and program activities for training and retraining of all technical-vocational personnel of vocational programs, services, and activities approved and conducted under the auspices of the State Board and which are in accordance with the State Plan for Vocational Education.

Included under other resources and programs are other departments of the Texas Education Agency, Texas Education Professions Development Consortia, public schools, education service centers, institutions of higher education, technical institutes, commercial enterprises, business and industry, and other governmental agencies.

In maintaining coordination with other resources and programs, the Professional Development Section will strive to accomplish three primary objectives:

- Maximize the effectiveness of all resources by incorporating a variety of competencies.

- Avoid duplication of funding and program efforts.
- Coordinate the utilization of available resources for professional preparation and development.

1.5 Program Evaluation. Vocational education under the State Plan will include periodic evaluations of State and local vocational education programs, services, and activities. The types of periodic evaluations conducted may include supervisory visits, program reviews by State and local staff as described in Subparagraph 1.53-2 of this Plan, studies and/or surveys by independent or outside sources, studies conducted by The Advisory Council for Technical-Vocational Education in Texas, and follow-up reports on vocational programs, services, and activities.

The evaluations will be made with sufficient extensiveness and frequency to enable the State Board and local education agencies to effectively carry out their functions under the State Plan and fulfill the purposes of the Act.

1.51 Review and Evaluation of Personnel Preparation and Development. Personnel preparation and development under the State Plan will include systematic periodic evaluation as described in Paragraph 1.42-1 of this Plan.

1.52 Description of Evaluation. Local education agencies will make an annual self-evaluation of the quality and effectiveness of each program conducted utilizing evaluation instruments approved in accordance with State policy.

Evaluations will be conducted to determine the extent to which programs, services, and activities continue to be:

- Realistic in the light of actual or reliably anticipated opportunities for gainful employment in the area served by the local education agency.
- Suited to the needs, interests, and ability of students to benefit from the program in which they are enrolled in terms of acquiring the knowledge and skills necessary for (1) making informed and meaningful occupational choices; (2) enrollment in advanced technical educational programs; (3) entry upon and success in employment in the occupations for which they are trained.
- Effective regarding the placement of successful employment of students--after completion of the program in which they were enrolled--in the occupation for which they were trained or in closely related occupations. Local education agencies are required to maintain follow-up records on all students enrolled in each program regarding the placement and employment of students, numbers entering college instead of employment, and other follow-up information.

1.53 Evaluation Procedures.

1.53-1 State Board Programs. The State Board shall provide full-time supervisors and other supporting personnel who, in addition to providing services described in Subparagraph 1.31-4, will make annual evaluations of vocational education programs under the State Plan. In addition to evaluations conducted or arranged by the State Board, the Board may rely upon the evaluations made by The Advisory Council for Technical-Vocational Education in Texas and results of annual evaluations by each local education agency.

The results of such evaluations shall be included in the State Annual Descriptive Report to the Commissioner of Education and such other reports as may be required.

1.53-2 Local Education Agency Evaluations. Local education agencies shall make self-evaluations annually to determine the quality and effectiveness of each program being conducted for the purpose of determining revisions and improvements needed to comply with State policy and provisions of the Act.

A complete evaluation will be made on three- to five-year cycles of each of the vocational programs operated in local education agencies with the assistance of State Board staff and other agencies and institutions approved by the State Board. Such complete evaluations will consist of (1) the self-evaluation by local educational personnel and selected members of the community and (2) an evaluation by a visiting committee composed of State Board staff and/or members of other agencies or institutions approved by the State Board. Local education agency officials will make periodic reports on evaluation results as are required by State policy.

1.54 Evaluation Criteria. For each type of evaluation of vocational programs, services, and activities conducted, the following criteria shall be utilized: (1) relevance of priority areas in vocational education as specified in the long-range program and vocational education programs, services, and activities described in the annual plan, (2) impact of program on local and/or State job opportunities and manpower needs as identified in the annual plan and long-range plan, (3) the degree to which the needs of all population groups on all levels in all geographic areas in all communities with special emphasis on the disadvantaged, handicapped, unemployed youth, and school dropouts are being met, (4) impact of program on vocational education needs, (5) impact of program on new and emerging manpower needs and job opportunities, (6) adequate facilities for the operation of the program, (7) maintaining appropriate records (fiscal and follow-up) and supporting documents as required by the State Plan, (8) reasonableness of cost in relation to accomplishment, and (9) ratio of student objectives and occupational placements.

1.6 State Reports. The State Commissioner of Education will participate in periodic consultations with the United States Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the Acts, keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. Such reports will be prepared by the staff of the Associate Commissioner and shall include the annual estimate of projected program needs and the annual report.

1.7 Cooperative Arrangements.

1.71 State Employment Service. The State Board has entered into a cooperative agreement with the Texas Employment Commission as required under the Act (see Appendix--Section 1.71).

1.72 Handicapped Persons. The State Board has entered into a cooperative agreement with the Texas Rehabilitation Commission regarding comprehensive vocational training for the handicapped as required under the Act (see Appendix--Section 1.72).

The State Board of Education administers the Department of Occupational Education and Technology and the Division of Special Education. The State Board also functions as the local board for the State schools of the blind and deaf. Although vocational programs for the handicapped are administered by the Department of Occupational Education and Technology, provisions for planning, evaluation, inservice teacher education, development of curriculum material, and program standards for vocational programs for the handicapped are developed through the joint participation of all State agencies concerned.

(Chapter 11, Subchapter A, Sections 11.03 and 11.06, Texas Education Code, 1971)

1.73 Other Agencies, Organizations, and Institutions. In planning and developing vocational education programs and activities designed to meet the manpower needs and job opportunities of communities, regions, or the State, the State Board will consult with such other agencies, organizations, and institutions, such as the Coordinating Board, Texas College and University System; model cities; business; labor; community action programs; Cooperative Area Manpower Planning System; Texas Industrial Commission; Planning Agency Council of Texas; and the Governor's Office of Economic Opportunity.

Copies of any formal agreements which may be entered into with the above agencies will be provided the U. S. Commissioner of Education and will become a part of this State Plan (see Appendix--Section 1.73).

1.74 Other States. The State Board will enter into interstate agreements which pertain to planning, developing, conducting, or evaluating cooperative programs relating to manpower needs and job opportunities so long as such agreements or arrangements do not require the transfer of State funds or other properties. Texas State law provides no legal basis for such transfer. Copies of any interstate agreements or arrangements will be submitted to the U. S. Commissioner.

1.8 Vocational Education Under Contract.

1.81 Private Post-Secondary Vocational Training Institutions. The State Board may enter into agreements or arrangements with private post-secondary institutions regulated by the State, for vocational education programs, services, and activities subject to the following conditions: (1) the programs be operated as a part of the State vocational education program in accordance with the same standards and under the direction and supervision of a public educational institution responsible for the expenditure of public funds in the State, (2) the contract is in accordance with State law, (3) the institution can provide substantially equivalent programs, services, and activities at a lesser cost, or the programs, services, and activities are unavailable locally in public agencies or institutions, and (4) the contract with the private institution will be reviewed at least annually.

1.82 Other Agencies and Institutions. The State Board or local education agency may enter into written contracts or agreements for the provision of vocational education programs, services, and activities under the State Plan with other agencies and institutions under the following conditions: (1) the contract is in accordance with State law, (2) the instruction will be conducted as part of the State vocational education program, meet the same standards, and constitute prudent use of funds, and (3) the contract will be reviewed at least annually.

(Chapter 21, Subchapter D, Section 21.1111, Texas Education Code, 1971; see Appendix--Section 1.8).

1.9 Construction Requirements.

1.91 Labor Standards. Project specifications shall contain assurances that the Labor Standards as stipulated in the Davis-Bacon Act and the Copeland Act shall be adhered to. Any violations of these standards will result in the withholding of Federal funds with respect to the project and in other penalties.

The Labor Standards include the following provisions: (a) minimum wages; (b) withholding; (c) payroll and basic records; (d) apprentices; (e) compliance with Copeland Regulations (29 CRF, Part 3); (f) subcontracts; (g) contract termination, debarment; (h) anti-kickback provisions (29 CRF, Part 3); (i) "Anti-Kickback" Act, Copeland Act, Title 18, USC., Title 40, USC. (as amended); (j) Contract Work Hours Standards Act, overtime compensation; and (k) nondiscrimination in employment (see Appendix--Section 1.91).

1.92 Equal Employment Opportunity. The State Board assures that all construction contracts exceeding $10,000 shall include the nondiscrimination clause prescribed by Section 203 of Executive Order No. 11246, September 24, 1965.

1.93 Avoidance of Flood Hazards. As a condition to approval for construction for area vocational educational facilities, the Texas Education Agency and the State Board for Vocational Education shall evaluate any land on which an educational facility may be constructed in order to minimize the exposure of facilities to potential flood damage and, as far as practicable, preclude the uneconomic, hazardous, or unnecessary use of flood plain for construction purposes. Compliance with Executive Order 11296 is assured.

1.94 Accessibility to Handicapped Persons. In the planning of construction of school facilities under the Act, the State Board or local education agency, to the extent appropriate in view of the uses to be made of the facilities shall take into consideration the accessibility of the facilities to, and the usability of them by, handicapped persons, and of their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" approved by the American Standard Association, Incorporated, with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide - Department of Veterans Benefits, Regional Offices, Veterans Administration," and with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve. Compliance with Regulation 102.44 is assured.

1.95 Competitive Bidding. In awarding contracts for area vocational school construction projects, obtaining architectural, engineering, and other related constructional services, purchasing initial equipment, and acquiring land and buildings, the applicant school district shall furnish the Texas Education Agency and the State Board for Vocational Education assurances that all items of reimbursement covered by the construction contract shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that any or all bids may be rejected by the applicant school district if, in the professional judgment of the architect or engineer retained or employed by the applicant district, the proposed bid does not provide facilities and equipment which meet the specifications published by the district or which bid is not consistent with sound business practice. A copy of the contract negotiated with the successful bidder stipulating the total amount for the project shall be furnished the Texas Education Agency and the State Board for Vocational Education. These provisions shall be set forth in the construction contract entered into by and between the Texas Education Agency and the applicant school district.

Local educational institutions, may, under State statute, employ their own consulting architects and engineers. The Texas Education Agency has on its staff a licensed architect to provide technical services to local school districts when requested.

1.10A Effective Use of Results of Program and Experiences. The State Board, through the Associate Commissioner for Occupational Education and Technology and in coordination with the Division of Dissemination, Office of Planning, will be responsible for the gathering and dissemination of information about programs and projects assisted under Parts C through I of the Act. The results and experience of programs and projects assisted under the Act (research and training in vocational education, exemplary programs and projects, residential vocational education, consumer and homemaking education, cooperative vocational education programs, work-study programs for vocational education students, and curriculum development in vocational and technical education) will be identified and gathered through one or more of the following sources: (1) local school districts, (2) education service centers, (3) State Department staff, (4) research and development laboratories, (5) national publications, (6) Educational Resources Information Center, (7) public and private colleges and universities, (8) professional organizations, (9) national meetings and conferences, and (10) other sources.

The Division of Dissemination and the Associate Commissioner for Occupational Education and Technology will work together in developing dissemination vehicles for the results and experience of programs and projects that are assisted under the Act. These programs and projects will be translated by the Agency and the education service centers into the various dissemination media: (1) conferences and workshops, (2) publications, (3) consultative visits, (4) visitation programs, (5) exhibits, (6) demonstration and pilot projects, and (7) mass media.

The Division of Occupational Research and Development and the education service centers will have a key role in dissemination, particularly in such activities as conferences, workshops, and pilot and demonstration projects.

The State Board, through the Associate Commissioner for Occupational Education and Technology, will encourage and provide for the effective use of the results and experiences of programs and projects assisted under the Act through: (1) workshops involving State staff, (2) workshops with local school districts, (3) workshops with education service centers, (4) use of visual aids and other types of media, (5) discretionary funds to local school districts, and (6) other methods.

1.10B Opportunity for Hearings on Local Applications. Policies of the State Board of Education provide that any local education agency dissatisfied with final action with respect to any application for vocational education funds shall be given opportunity to request a hearing on such decision before the Executive Officer of the State Board or a designated official, provided the aggrieved party shall identify the complaint and file a request for a hearing within thirty (30) days of the date on which the notice, action, or ruling was communicated to the school or person requesting the hearing.

Upon receipt of such written request for a hearing, the officer or board with whom the request is filed shall set a time and place for the hearing, which time shall be not less than fifteen (15) days nor more than thirty (30) days from the date on which such request is filed, and shall give notice of the time and place of such hearing in writing to all interested parties. The date of the hearing may be postponed or extended by mutual agreement of the parties with the consent of board or officer.

All interested parties shall have right to be represented by counsel of their own choosing and present such witnesses and documentary evidence as may be pertinent, to cross-examine witnesses offered by other parties, and to present oral argument. Written records of hearings shall be maintained and the officer or board before which the hearing is held shall render a decision in writing within a reasonable time.

1.10B-1 Appeals. After a hearing has been held and a decision has been rendered, any party to such hearing may file an appeal from such decision.

The route of appeal shall be:

. From the Commissioner to the State Board.

. From the State Board to a court of competent jurisdiction.

(Chapter 11, Subchapter A, Section 11.13, Texas Education Code, 1971)

1.10C Economically Depressed Areas or High Unemployment Areas. In determining which areas and communities of the State are "economically depressed areas," "economically depressed communities," or "areas of high unemployment" for the purposes of Sections 123(a)(6)(c), 131(b), and 161(d) of the Act, the State Board relies upon the determinations made by the United States Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161). Information on these areas in Texas was furnished to the State Board by the Regional Office of the Economic Development Administration, United States Department of Commerce, Austin, Texas. The areas eligible for Federal assistance are identified in Part II, Section 2, Figure 1, of this Plan. In the event the State Board elects to designate additional areas of the State as "depressed areas," the determination will be based on criteria similar to those established by the Economic Development Administration, United States Department of Commerce. Special consideration will be given to the identification and designation of the areas described in Subsection 4.1 of this Plan.

1.10D Areas of High Youth Unemployment or School Dropouts. The State Board, on the basis of data reported to it at least once annually by the Texas Employment Commission and local education agencies, shall identify and designate areas served by local education agencies in which there is a high rate of youth unemployment or a high rate of school dropouts. "High rate of youth unemployment," as used herein, means the current rate of unemployment of persons aged 16 through 19 in the area is at least 12 percent, and the average annual rate of such unemployment was at least 50 percent above the national average for three of the four preceding years, 75 percent above the national average for two of the three preceding years, and 100 percent above the national average for one of the two preceding years. A "high rate of school dropouts" means a school dropout rate which is in excess of the overall school dropout rate for the State. Pending the development of a more refined method, the school dropout rate (r) for the State and for the areas served by local education agencies will be determined by the formula:

$$r = \frac{x - y}{x} (100)$$

Where y equals the number of high school graduates in any given year and x equals the number of first grade students twelve years earlier.

Texas counties with high rates of youth unemployment and counties with high rates of school dropouts are identified in Part II, Section 2, Figures 3 and 4 of this Plan.

2.0 Fiscal Control and Fund Accounting Procedures.

2.1 Custody of Federal Funds. The title and official address of the officer who has legal authority to receive and hold proper custody of Federal funds is the State Treasurer, State Capitol, Austin, Texas.

(Reference: HB 239, Chap. 131, Acts 38th Leg., R.S., 1923, Sec. 2, p. 271; Sec. 6, Final Title, Revised Civil Statutes of Texas, 1925)

2.2 Expenditure of Federal Funds. The official title of the officer who has authority to approve expenditures under the State Plan is the Commissioner of Education who is the Executive Officer of the State Board for Vocational Education.

(Reference: Art. 2654-3, 2654-3b and 6252-11, Vernon's Revised Civil Statutes; HB 86, Acts of the 58th Leg., 2827 and 2815)

2.3 Allotment Availability.

2.31 Programs and Services. Purchase of supplies and equipment shall be charged to the fiscal year in which the purchase order is issued. Personnel salaries, travel, and expenditures, such as rental of facilities, shall be charged to the fiscal year in which the services are approved and for which funds are encumbered. All obligations are liquidated either during the fiscal year in which they are incurred or during the subsequent fiscal year.

2.32 Construction. Expenditures for construction of area school facilities and initial equipment are maintained on a project accounting basis. When a construction project is approved by the State Board for Vocational Education, funds will be obligated for that particular project and will be charged to the fiscal year in which the project is approved. A construction contract must be made within sixty (60) days after June 30 in order to obligate prior fiscal year funds.

Construction funds obligated in one fiscal year may be carried over for expenditure in the succeeding two fiscal years; provided, however, an extension may be granted upon approval by the State Board of a formal application for extension from the local school which sets forth justifiable reasons why an extension should be made.

2.4 Fiscal Records. Verification records of expenditure, administered by local education agencies and/or public institutions under the State Plan, will be maintained in the files of the administering local agency and are subject to audit by the Texas Education Agency or the State Auditor. All personnel action forms, invoices, and/or vouchers for expenditures by the local education agency shall be kept in the business office of the local school district and shall be kept in a business-like manner which will permit an expeditious audit. Such records shall be retained on file for a period of five (5) years after the close of the appropriate fiscal year; or until the local education agency is notified, in writing, by the Texas Education Agency that such records are no longer needed for administrative review; or until the local education agency is notified, in writing, by the Texas Education Agency that a fiscal audit has been completed by the United States Department of Health, Education, and Welfare.

In addition to procedures as outlined in this section of the State Plan, public junior colleges, community colleges, and/or universities receiving vocational funds through the State Board for Vocational Education and the Texas Education Agency shall comply in the conduct of its vocational-technical education programs with all other applicable Federal and State statutes, with all provisions of the Texas State Plan for Vocational Education, and with the rules and regulations of the State Board for Vocational Education and the State Auditor.

Records of questioned expenditures will be kept until adjustments are made and approved by the Commissioner.

2.5 Audits.

2.51 State Audit of State Accounts. The accounts of State agencies, including the Texas Education Agency and State supported post-secondary institutions, shall be audited by the Texas State Auditor. These audits will be made annually and a copy of such audits will be available in the office of the State Auditor.

2.52 Audits of Local Accounts. Certified or public accountants holding a permit in Texas from the State Board of Public Accountancy shall be employed by local education agencies, unless prohibited by law, to audit the fiscal records pertaining to an approved program and report the results of such examination on the forms prescribed by the Texas Education Agency. These audits will be made annually and such audits will be available in the Texas Education Agency.

In addition, the Texas Education Agency employs auditors who will audit accounts of local education agencies participating in programs under this Plan through the services of the Division of Audits and the Business Office. Copies of these audits will be available in the Texas Education Agency.

3.0 State Vocational Education Programs.

3.1 Allocation of Funds for Part B Programs.

3.1-1 Annual Plans. In developing its annual plans, the State Board will take into consideration and describe in terms of quantifiable data and information (1) the characteristics of persons to be served, (2) estimates of enrollments, (3) manpower needs, (4) available staff resources, (5) administrative and other related ancillary supportive services, (6) vocational guidance and counseling service needs, and (7) area school construction needs.

3.1-2 Target Clientele. Funds appropriated under Part B of the Act will be used for vocational education for:

- Persons in secondary schools.
- Persons who have completed or left high school and who are available for study in preparing for entering the labor market.
- Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
- Disadvantaged persons.
- Handicapped persons.
- Persons who serve their community as volunteer firefighters.

3.1-3 Programs, Services, and Activities. Programs, services, and activities to be provided by the State Board shall include (1) vocational guidance, instruction, and counseling designed to aid students in selection of, preparation for, and employment in all occupational areas or preparation for enrollment in a highly skilled or technical program, (2) industrial arts education to provide career awareness and exploratory experiences which will enable students to make meaningful occupational choices, (3) vocational teacher education and training, (4) program evaluation, (5) development of instructional materials, (6) special demonstration and experimental programs with particular emphasis on those programs presenting innovations and new teaching techniques, such as the use of educational television and films to teach large audiences where the content is essentially the same as direct instruction, (7) State and local administration and supervision, and (8) vocational training through arrangements with private, nonprofit, nonsectarian institutions which can make significant contribution to attaining the objectives of the State Plan.

3.11 Percentage Requirement. State Board policies will assure that the allocation of Federal funds under Part B among local education agencies will be made in accordance with the following requirements:

3.11-1 Vocational Education for Disadvantaged Persons. The legal requirement that vocational education programs for disadvantaged persons be financed at 15 and/or 25 percent of the Federal fund allotments of Part B of the Act will be met in full. In the event this requirement imposes a hardship or is impractical in its application in any fiscal year, the State Board may request the U. S. Commissioner to waive this requirement.

3.11-2 Post-Secondary Vocational Education. The legal requirement that vocational education programs for post-secondary education be financed at 12 and/or 25 percent of the full Federal fund allotments of Part B of the Act will be met in full. In the event this requirement imposes a hardship or is impractical in its application in any fiscal year, the State Board may request the U. S. Commissioner to waive this requirement.

3.11-3 Vocational Education for Handicapped Persons. The legal requirement that vocational education programs for handicapped persons be financed at 10 percent of the Federal fund allotments of Part B of the Act will be met in full.

3.12 Identification of Disadvantaged Persons. The term "disadvantaged persons," as defined by the U. S. Office of Education, means "persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education." A "Category and Definition Guide" distributed by the U. S. Office of Education provides the following additional guidelines for the identification of disadvantaged persons:

> The basic criterion for participation in the disadvantaged program is inability to succeed without special assistance. The disadvantaged definition states, in part, "Disadvantaged persons' means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education . . ."
>
> Congress intended that special assistance be provided to those persons who have disadvantages which prevent them from succeeding in regular programs designed for the normal or average person. Persons should not be classified as disadvantaged because of poverty, neglect, delinquency, race, or other similar reason(s). If the person is succeeding or can be expected to succeed in a vocational program without special assistance, he should not be classified as disadvantaged. For an individual to be classified as disadvantaged, it is necessary to satisfy both of the following conditions:
>
> . The person is not succeeding or cannot succeed and
>
> . His disadvantage is a major contributing factor to his lack of success.

> Measurement of success or probability of success is not simple. The legislation and the regulations provide for success criteria to be determined by the states to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" varies among states, among programs and courses within states, and among levels of instruction.
>
> Some of the more commonly used criteria for measuring success or ability to succeed include age and grade level, level of academic performance, performance on one of several different achievement tests, and the like. Individuals who have dropped out of school before completing an educational program may be classified as disadvantaged. This classification presumes that a dropout lacks adequate background to perform successfully in the vocational education program.
>
> All these criteria--age in grade, test scores, academic performance, etc.--are acceptable indicators of inability to succeed. The intent of the statute is to provide ready access to vocational training or retraining to "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest. However, reasonable care should be taken in determining ability to succeed to assure that those eligible for special assistance can benefit by enhancing their eligibility for gainful employment.

Individuals who are unable to succeed in regular programs of vocational education may be selected by local school officials to receive special vocational education services or for enrollment in special programs of vocational education.

3.13 Identification of Handicapped Persons. Vocational education under the State Plan will be offered to persons who are handicapped by reasons of being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who are otherwise eligible for vocational education but who because of their handicap cannot succeed in regular vocational programs without special educational assistance or who require a modified vocational program. Identification of the handicapped will be made through the assistance of agencies listed in Part I, Paragraph 1.72, of this Plan.

In identifying handicapped persons for enrollment in vocational education programs, local independent school district populations are administered diagnostic screening instruments to detect students who may need further individual testing and evaluation. Screening devices include achievement or other forms of standardized tests, group psychological tests, health records, teacher observations, and information elicited from parents. From the screening process, students may be referred for additional individual testing and evaluation by appropriate medical and psychological practitioners as outlined in the eligibility criteria for each type of handicapping condition listed in the State Plan for Special Education. Intensive evaluation of the referred student's assessment data is studied by a placement committee. In view of educational, medical, psychological, and other services and programs in the town, region, and state, which would best meet the needs of the students, a recommendation for educational placement is made. Subject to the approval of the parents, the student is enrolled in an educational program which is best suited to his needs. Continuing student assessment and placement committee review allows the student opportunities to make educational program adjustments.

Handicapped students who are eligible for enrollment in approved secondary programs of special education will be eligible for vocational education programs for the handicapped (refer to Appendix 3.13).

3.14 Manpower Needs and Job Opportunities. In the allocation of funds under Part B of the Act, the State Board will give due consideration to manpower needs and job opportunities as determined pursuant to Subparagraph 3.26-1 of this Plan. The allocation of funds in the annual plan is predicated upon analyses of the manpower and job opportunity data furnished by the cooperating organizations described in Subsection 1.7 and Subparagraph 3.26-1 of this Plan. Funds are allocated among the programs, services, and activities described in the Act and among programs for (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (other than persons receiving training allowances under the Manpower Development and Training Act of 1962 or the Trade Expansion Act of 1962), (4) disadvantaged persons, and (5) handicapped persons.

3.15 Vocational Education Needs of Groups to be Served. In making annual allocations of funds under Part B of the Act to local education agencies, the State Board will give due consideration to vocational education needs of (1) persons enrolled in high school, (2) persons who have completed or left high school, (3) persons who have already entered the labor market, (4) disadvantaged persons, and (5) handicapped persons.

Programs, services, and activities which can serve the greatest number of persons in areas of the State where greatest manpower needs and job opportunities exist shall be given consideration for highest priority. Other factors which will be given strong consideration in the allocation of funds shall include (1) the number and types of persons in each of the five population groups to be served with special emphasis given to disadvantaged and handicapped as identified in Paragraphs 3.12 and 3.13 of the Plan; (2) reasonable expectation of success of programs, services, and activities; (3) the availability of matching funds; (4) adequacy of facilities; and other factors indicated in local applications. The allocation of funds shall comply with percentage requirements as indicated in Paragraph 3.11.

3.2 Allocation of Funds to Local Education Agencies for Programs, Services, and Activities. The State Board will allocate funds within the percentage requirements of the Act for disadvantaged persons, post-secondary vocational education, handicapped persons, and consumer and homemaking education, and within the statewide matching requirements except when a waiver of percentage requirements has been obtained.

3.21 Local Applications. Local education agencies shall make application to the State Board for allocation of Federal and State funds in accordance with procedures established by the State Board and on application forms developed by the State Board. Copies of the following applications for programs, services, activities, and construction are shown in the Appendix:

3.21-1 Annual School District Plan for Occupational (Vocational) Education
3.21-2 Annual Application for Funds for Post-Secondary Occupational Programs
3.21-3 Application for Approval as an Area Vocational School (for use by independent school districts)
3.21-4 Post-Secondary Area Vocational-Technical School Application
3.21-5 Application to Continue or Establish New Vocational Education Programs for Handicapped Students
3.21-6 Application for Vocational Units in Industrial Arts Education

Separate proposals (applications) for pilot programs for the handicapped require joint review by the Department of Occupational Education and Technology, the Division of Special Education, and the Texas Rehabilitation Commission before approval by the Associate Commissioner.

3.22 Procedures for Processing Local Applications for Vocational Programs, Services, and Activities. Applications made by local education agencies shall be submitted to the State Board for Vocational Education for processing in accordance with State legislation and the Act. Processing of applications shall include a review by a reviewing committee composed of consultants, area supervisors, and head State supervisors of the vocational programs, services, or activities for which funds are being requested. The reviewing committee may utilize the services of personnel from The Advisory Council for Technical-Vocational Education in Texas, local and State agencies, and other departments of the State Education Agency to evaluate information provided in the application. As a part of the reviewing process, members of the committee may make visits to the applying local education agency for the purpose of obtaining additional data and/or assisting the applicant in making revisions of the application. The Associate Commissioner will approve applications upon recommendation of the reviewing committee in accordance with policies and procedures of the State Board.

3.22-1 Programs, Services, and Activities Undertaken by the State Board. The administrative channels and procedures to be observed by the State Board in initiating, approving, and undertaking vocational programs, services, and activities in State area vocational education schools and other State schools and institutions shall be the same as those described in Paragraph 3.22 provided they are not in conflict with current State statutes providing for the administration and operation of State schools and other State institutions.

3.22-2 Programs, Services, and Activities Undertaken by Local Education Agencies. In addition to procedures described in Paragraph 3.21, local education agencies, in initiating programs, services, and activities, will establish local vocational advisory committees to provide advice relating to the assessment of vocational needs and to planning, conducting, and evaluating the quality and effectiveness of vocational programs, services, and activities.

Upon approval by the State Board, local education agencies may initiate pilot, experimental, and demonstration projects designed to provide services and activities which have not been provided for in regular programs of vocational education described in local applications. Procedures for the preparation, submission, and review of proposals for such special projects are described in the Appendix.

3.22-3 Coordination with Other State Agencies. In the planning and development of vocational education programs, services, and activities, the State Board may, as needed, enter into cooperative arrangements with the agencies identified in Subsection 1.7 of this Plan and other agencies such as the Texas Department of Public Welfare, State Department of Health, State Department of Mental Health and Mental Retardation, and State Department of Corrections.

Copies of such cooperative agreements or arrangements when executed will be sent to the U. S. Commissioner of Education and will become a part of the State Plan.

3.23 Procedures for Processing Local Applications for Construction. The State Board for Vocational Education requires local school districts to make application for area school designation. It is the responsibility of the State Board through the Associate Commissioner to review the application to determine if the requirements of the State Board for Vocational Education, the Vocational Act of 1963, as amended, and applicable State laws are met.

Area school designation is withheld until such time as both State and/or local matching money is available.

When money is available, area school designation is made to applicant school districts and consultative services are offered by staff personnel as to square footage requirements, adequate storage space, and other pertinent information to start the development of good solid education specifications for the area school construction program.

3.23-1 Projects Undertaken by the State Board. State statutes do not authorize State operated area vocational school projects except as they pertain to the State schools for the deaf and the blind.

3.23-2 Projects Undertaken by the Local Education Agencies. The following policies and procedures will be followed by the State Board and local education agencies in approving and undertaking area vocational education school facility projects.

Consideration of proposals for area vocational school facilities will be accepted from public education institutions or public school districts that accept as students residents of the State. Projects relating to the following types of area vocational schools may be submitted for approval to the State Board:

- A specialized high school used exclusively or principally for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market.
- The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market.
- The technical or vocational public school used exclusively for the provision of vocational education in no less than five different occupational fields to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
- The department or division of a public junior college, community college, State college, or university which provides vocational education in no less than five different occupational fields under the supervision of the State Board, leading to immediate employment but not necessarily leading to a baccalaureate degree.

An application from a local education agency for proposed programs shall include a plan for meeting the future vocational education needs of potential students in the area or community being served. The plan will include estimates of the manpower needs, the estimated number of eligible students available who desire and need the programs to be conducted, and the projected number of eligible students to be enrolled in future years.

The application will also include:

- . Assurance that a majority of students prepared for employment will be able to obtain employment in the occupation for which they are trained or in closely related occupations.
- . Assurance that administrative organization and policy for the area vocational school is adequate for organizing and conducting vocational-tecnnical education to meet the needs of students, including employment of educationally and occupationally competent supervisors, counselors, and teachers.
- . Assurance that the local financial resources of the area vocational school, in addition to State and Federal resources, are adequate for efficient operation and continuing operation of the school.
- . Provision for at least one program in five distinctly different occupational fields.

3.23-3 Coordination with Other State Agencies (and Local Agencies). Texas statutes do not require clearance from or coordination with other State agencies.

Each application will be checked with the requirements and standards furnished by appropriate State agencies concerned with safety, health, and other standards to determine that the construction proposal is not in conflict with the regulation which prohibits the expenditure of these funds on facilities or a portion thereof which is supported by Federal statutes.

Clearance from and coordination with local agencies are made by the local education agency through the licensed architect or engineer employed by the school for compliance through the city inspector with the building code adopted by city ordinances. This includes flood hazards, health standards, safety codes, fire standards, and other construction standards.

3.23-4 Criteria for Determining Relative Priority of Construction Projects. Factors to be considered in establishing the priority of projects submitted to the State Board include:

- . The number of persons to be benefited.
- . The geographical area to be served.
- . The need for the type of school to be established or improved.
- . The need and opportunity for persons trained in the occupational fields to be served.

- Economically depressed areas and high unemployment areas.
- Areas of high concentration of unemployed youth and school dropouts.
- The average daily attendance.
- The number of new programs and/or new units to be implemented by reason of constructing a new facility.
- Agreements between secondary and post-secondary institutions.
- Non-duplication of facilities already available in the area unless justified by labor market data.
- Population of county or district.
- The number of area schools in the area to be served.
- Cooperative agreements signed by other school districts.
- Areas of special needs, including disadvantaged and handicapped persons.
- Manpower needs and job opportunities.

3.23-5 Terms and Conditions of Approved Construction Projects. The approval of projects will be subject to the following terms and conditions and field audits and administrative reviews made of the project while in progress will serve as the means for securing compliance with these conditions:

- The facility will be functional and will meet the needs of those persons and communities to be served.
- The facility will provide reasonable accessibility for the physically handicapped person.
- The projects will be undertaken in an economic manner and will not be elaborate or extravagant in design or materials.
- Sufficient funds will be available to meet the State and local share of constructing the facility except as provided for in Subparagraph 3.26-3 of this Plan.
- When construction is completed, sufficient State and local funds will be available for effective use of the facility for the purposes for which it is being constructed.
- The interest of the State Board or the local education agency in the facility or in the land on which the

facility is located will be sufficient to assure undisturbed use and possession for the purpose of construction and operation of the school facility covered in the project during the expected usable life of such facility.

- The area vocational school shall be available to all residents of the State or an area of the State designated and approved by the State Board. In the case of a technical or vocational school, the department or division of a junior college or community college or university, such schools must admit as regular students both persons who have completed high school and persons who have left high school.

- Representatives of the U. S. Office of Education and such other persons as the Commissioner may designate will have access at all reasonable times to the project wherever it is in preparation or progress, and the contractor will provide proper facilities for such access and inspection.

3.23-6 Advisory Committees.

3.23-6(a) Program Advisory Committees. Any vocational program shall be operated with the advice and counsel of an advisory committee(s) appointed by the superintendent of schools and confirmed by the local board, and will be composed of representatives of employers and employees from the occupations or industries related to programs being conducted or proposed to be offered.

Included in the functions of the committee(s) will be advice and counsel relating to need for programs in occupations located in the proposed area, conduct of courses of study and curricula based upon job analyses, length of programs sufficient to provide adequate preparation for employment or to improve the knowledge and skills of employed persons, adequate physical plant, equipment and instructional materials, sources of qualified teachers, counselors, and supervisors, evaluation and improvement of programs as necessary, and other advice and counsel required for conducting programs of high quality, realistic in the light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and ability of students to benefit from such program.

3.23-6(b) Administrative Advisory Committee. State Board regulations require an administrative advisory committee when a vocational program is to be operated in any tax-supported institution as a condition of approval.

An administrative advisory committee, composed of a minimum of one trustee from each public school district in the county, shall be appointed by the Board of Trustees of the school district administering the area vocational school approved by the Texas Education Agency.

When more than one area school is approved in a county, a minimum of one trustee of each public school district in the designated area of the county approved by the Texas Education Agency shall be appointed by the Board of Trustees of the school district administering the area school in each designated area of the county.

When more than one county is approved by the Texas Education Agency as the area to be served by an area vocational school, the advisory committee shall be composed of a minimum of one trustee of each public school district in the area designated and the committee shall be appointed by the Board of Trustees of the school district administering the area school.

3.23-7 Eligible and Ineligible Facilities. In the event a facility is to be used for both an eligible and ineligible purpose, this expense will be prorated on a square footage basis if the actual prorated cost cannot be determined.

3.23-8 Disposition of Facilities and Equipment. Whenever area vocational education school facilities or items of equipment, each initially costing $100 or more in which the United States Government has participated, are sold or no longer used for the purposes permitted under the Acts, it is agreed that the United States Government is to be credited with its proportionate share of the value of such facilities and equipment at that time, the value being determined on the basis of the sale price in the case of a bona fide sale or the fair market value in the case of discontinuance of use for a vocational education purpose or other diversion. The State Board agrees that all inventories and records be kept for all items of equipment or area vocational education school facilities and assumes responsibility for having available in the Texas Education Agency information sufficient for a determination of whether such facilities and equipment continue to be used for a purpose provided for under the Acts.

3.23-9 Allowable Expenditures for Construction of Area Vocational Education Schools. Financial assistance shall not be available for construction of area school facilities prior to the approval of such construction by the State Board and prior to signing the contractual agreement except for expenditures for architectural and engineering costs.

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Expansion, alteration, and remodeling of an existing facility will be limited to such school facilities as classrooms, laboratory shops, etc. as distinguished from normal maintenance and repair.

Site grading and land preparation on which there is to be constructed new buildings and/or expansion of existing buildings.

Architectural, engineering, and inspection services rendered subsequent to the date of site selection and legal cost (other than advertising, interest, and carrying charges on bonds), conventional furniture for the area school and instructional equipment for new programs and/or units.

Purchase of existing facilities, not publicly owned, may be considered as an allowable expenditure for financial assistance if the facility is deemed appropriate for the programs scheduled for implementation and for which the purchase of said facility has been approved by the State Board for Vocational Education.

3.24 Maintenance of Effort. The State Board assures that Federal funds available under Part B of the Act will not supplant State or local funds but will be so used as to supplement or increase the amount of State and local funds that would, in the absence of such Federal funds, be made available for vocational education programs. No Federal funds will be made available to a local education agency in any fiscal year unless the State Board finds that the combined State and local funds expended for vocational education by that agency for the preceding year was not less than such combined funds expended for the second preceding fiscal year (unless a waiver of this requirement is approved by the U. S. Commissioner when the five percent clause is not met).

3.25 Matching.

3.25-1 Overall State Matching. The State Board assures that for every dollar of Federal funds expended for vocational education programs, services, and activities under Part B of the Act, excepting Section 102(b), one dollar of State and/or local funds will be expended on a statewide basis. Federal funds shall not be allocated in a manner which will require local education agencies to match Federal funds at a percentage ratio uniform through the State.

The Federal share of expenditures under Part B, as financed with funds under Section 102(b), for programs for the disadvantaged in areas of high concentration of youth unemployment and school dropouts shall be 100 percent as provided in Regulation 102.132.

In every instance, criteria identified in Paragraph 3.26 of this Plan will be taken into consideration.

3.25-2 Reasonable Tax Effort.

3.25-2(a) Reasonable Tax Effort (Secondary). No local education agency with taxing authority which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-Federal share of the cost of such programs.

In determining the taxpaying ability of each school district, the State Commissioner of Education, subject to the approval of the State Board of Education, shall calculate an economic index of the financial ability of each county to support the Foundation School Program. The economic index of a county shall be calculated to approximate the percent of the total taxpaying ability in the State which is in a given county, and shall constitute for the purpose of this Act a measure of one county's ability to support schools in relation to the ability of other counties in the State. The economic index for each county shall be based upon and determined by the following weighted factors:

- Assessed valuation of the county, weighted by twenty (20).
- Scholastic population of the county, weighted by eight (8).
- Income for the county as measured by: Value added by manufacture, value of minerals produced, value of agriculture products, payrolls for retail establishments, payrolls for wholesale establishments, payrolls for service establishments, weighted collectively by seventy-two (72).

State statutes require that the economic index be recomputed each year and that the computation shall be based on a three-year average of the factors involved. This means that the data for the earliest year are removed from the three-year average each time the index is computed and the data for the most recent available year are included to replace the year that is removed.

The State Commissioner of Education shall determine the amount of local funds to be charged to each school district and used therein toward the support of the Foundation School Program, which amount shall be calculated as follows:

Divide the State and county assessed valuation of all property in the county subject to school district taxation for the next preceding school year into the State and county assessed valuation of the district for the next preceding school year, finding the district's percentage of the county valuation. Multiply the district's percentage of the county valuation by the amount of funds assigned to all of the districts in the county. The product shall be the amount of local funds that the district shall be assigned to raise toward the financing of its Foundation School Program.

3.25-2(b) Reasonable Tax Effort (Post-Secondary). No local education agency with taxing authority which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-Federal share of the cost of such programs.

Two types of public post-secondary institutions exist within the State: those supported primarily by State funds and those supported by a combination of State and local funds.

A study of each institution's relative ability to pay has been conducted on a statewide basis and will be updated biennially. The biennial study takes into account such factors as student population to be served, cost of goods and services, land costs, instructional salary costs, availability of labor markets, and value of taxable property.

The studies are made to verify that districts having larger amounts of taxable property are faced with correspondingly higher costs and larger student population, whereas districts having lesser amounts of taxable property have smaller student population and are faced with lower operation costs. Budget requests based on statewide averages of differing costs, by program, tend to equalize support, giving larger tax districts a smaller ratio of support and smaller tax districts a larger ratio.

On the basis of an updated statewide study every two years, each local education agency's ability to pay will be individually determined. Provisions are made for adjustments in biennial budget requests made of the Legislature by the State Board.

3.26 Criteria for Determining Relative Priority of Local Applications. The Advisory Council for Technical-Vocational Education in Texas will study the best available data relating to statewide needs for vocational education and make recommendations to the State Board regarding relative priorities for the approval of local applications.

Priorities recommended by the Council will be based upon demographic, geographic, economic, and manpower needs and job opportunities of the community, area, and State.

In addition, recommendations will be made as to specific programs and services to serve the needs of each of the population groups listed in Paragraph 3.15 of this Plan.

3.26-1 Manpower Needs and Job Opportunities. In allocating funds among local education agencies, the State Board shall give due consideration to information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, State, and national levels.

Particular consideration will be given to those local education agencies whose proposed vocational education programs are best designed to (1) fulfill current or projected manpower needs in existing occupations at the local level by preparing students for current or projected job opportunities in such occupations or (2) fulfill new and emerging manpower needs at the local, State, and national levels by preparing students for new and emerging job opportunities at such levels. Identification of current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities, will be based on reports provided the State Board by the Texas Employment Commission and other agencies identified in Subsection 1.7 of this Plan, the Bureau of Labor Statistics, U. S. Department of Labor, local education agencies (as a result of community surveys), and other public and private organizations. The current manpower and job opportunity data from all sources will be synthesized to provide a comprehensive basis for current vocational program development and modification, and the long-range manpower and job opportunity projections provided by the more reliable sources of data will be carefully considered and incorporated into the long-range program section of this Plan. Follow-up studies of the effectiveness of program planning to meet manpower needs and job opportunities will be closely coordinated with the program evaluation described in Subsection 1.5 of this Plan.

3.26-2 Vocational Education Needs. The State Board will make a continuous assessment of the vocational needs of population groups identified in the Act and listed under Paragraph 3.15 of this Plan for the purpose of identifying the relative priorities of each of the Part B program purposes of the Act and which are listed under Programs, Services, and Activities of Subsection 3.1 of this Plan.

The continuous assessment of the vocational needs shall include the collection of data by the State Board in cooperation with The Advisory Council for Technical-Vocational Education in Texas, local and State agencies and organizations, and departments of the State Education Agency. The collected data shall be organized and processed for interpretation by the State Board and the Advisory Council. In addition to the periodic evaluation as described in Subsection 1.5 of this Plan, particular attention is focused on the increased cost placed on local education agencies in providing vocational education for the disadvantaged and handicapped.

The State Board, utilizing the recommendations of The Advisory Council for Technical-Vocational Education in Texas and relative priorities established by local education agency applications, shall determine statewide priorities as they pertain to Part B program purposes. Such determined priorities shall be used in developing the long-range program plan for the State.

3.26-3 Relative Ability to Provide Resources. In allocating funds, the State Board will give due consideration to the relative ability of the local institution to provide resources necessary to meet the educational needs of the community or area, particularly in economically depressed areas as set forth in Paragraph 3.25 of this Plan. By State law, any local education agency or tax district which is able to support its local fund assignment and maintain an accredited institution is considered to have the ability to pay its relative share of the educational costs of the State.

3.26-4 Relative Cost of Programs, Services, and Activities. The local education agency will submit information showing any excess costs for program operation. This will be compared to the statewide average for program operation. Information in the statewide average will be taken from the most recent information and data received by the State Board from local education agencies on an annual basis.

Those districts with relative costs in excess of the statewide average may be reimbursed at a greater rate, depending upon the degree of the excess costs. Special consideration will be given those institutions having additional financial burdens by the necessity of providing programs for the disadvantaged and handicapped, bilingual education, and other programs not needed in other parts of the State. Each case will be determined upon its own merit.

3.26-5 Other Criteria of the State. The State Board shall use the criteria described in Paragraph 3.26 and any other criteria needed to comply with State law in determining relative priority of local applications.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications.

3.27-1 Public School Programs. Funds are allocated to vocational education programs on the basis of authorized vocational education teacher units. These teacher units are allocated to public schools under the State Foundation School Program. The program specifies a minimum salary schedule for all teachers and is based on teachers' educational levels and years of teaching experience. State and local moneys are combined in funding this salary schedule and, while the statewide average indicated 80% State and 20% local funding, the ratio varies according to local ability to pay. State contributions vary from zero in school districts not qualifying for Foundation Fund support to more than 99 percent in independent school districts with minimum financial resources.

To be eligible for allocation of vocational teacher units under the State Foundation School Program, each district must show evidence of meeting the following criteria:

- Manpower needs and job opportunities, as determined through comprehensive community and area occupational surveys;
- Student needs, as revealed through orientation sessions and interest surveys;
- Community interest, as indicated through surveys of representative groups of business people and advisory committee members;
- The expressed interest and desire of the local education agency for meeting the vocational education needs of its clientele; and
- Physical facilities, existing and projected, that will be available.

All applications that are approved by the above criteria are eligible for State financing under the Foundation School Program.

EXAMPLE: STATE FOUNDATION SCHOOL PROGRAM

As described in Subparagraph 3.25-2(a) of this Plan, the following formula is used in computing local fund assignments to each school district in support of the State Foundation School Program.

> Divide the State and county assessed valuation of all property in the county subject to school district taxation for the next preceding school year and to State

and county assessed valuation of the district for the next preceding school year, finding the district's percentage of the county valuation. Multiply the district's percentage of the county valuation by the amount of funds assigned to all of the districts in the county. The product shall be the amount of local funds that the district shall be assigned to raise toward the financing of its Foundation School Program.

(Chapter 16, Subchapter G, Section 16.76, Texas Education Code, 1971)

The Economic Index for the 1974-1975 school year as adopted by the State Board of March 9, 1974, appears in the Appendix to this Plan.

3.27-1(a) Supportive Services. In addition to the salaries of professional personnel and maintenance and operating funds financed under the State Foundation School Program described above, State funds are available for purposes other than teachers' salaries. This State allocates additional State funds for supportive services making it possible for vocational teachers to participate in inservice teacher meetings, supervise and evaluate local programs, participate in youth leadership activities, attend State scheduled conferences, assist local school districts in developing a five-year plan for vocational education, and carry out an effective program of vocational education. Details concerning reimbursable travel expenses authorized for vocational education personnel are provided in the Appendix to this Plan.

The formulas displayed on the following pages show the relative importance and weight assigned to each of the criteria described in Paragraph 3.26 of this Plan and how these weighted factors are applied in the approval of local applications and the allocation of funds for vocational education programs.

FORMULA (SECONDARY AND POST-SECONDARY)
Handicapped and Disadvantaged (Regular Programs)

Selected factor 0-6
State average basic factor 6

	State Weight	State Basic Factor	Weighted State Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	5	6	30
VOCATIONAL EDUCATION NEEDS	6	6	36

(continued)	State Weight	State Basic Factor	Weighted State Factor
RELATIVE ABILITY TO PAY	4	6	24
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	6	12
			102

102 ÷ 4 = 25.5 = Average State Weighted Factor

Unrefined rate of reimbursement to schools = 100%

EXAMPLE of Approval of Local Education Agency Application - School "Z"

School "Z" requests assistance in providing vocational education opportunities for identified handicapped and/or disadvantaged persons. The estimated cost of these services is $122,000.

Manpower needs and job opportunities in the area school "Z" serves are considered slightly above average; the vocational needs of students to be served are deemed to be vital and urgent; the ability of the school district, regarding revenue resources, is quite limited due to a large concentration of State-owned, non-taxable property; programs, services, and activities are currently at a peak cost due to excessive interest rates and the inflated costs of labor and material.

	State Weight	School Factor	Weighted School Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	5	4	20
VOCATIONAL EDUCATION NEEDS	6	6	36
RELATIVE ABILITY TO PAY	4	6	24
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	6	12
			92

92 ÷ 4 = 23 = Average Local Weighted Factor

State average weighted factor - 25.5
Average weighted factor for local education agency - 23
Thus, the weighted factor for this school is 2.5 below the weighted State factor.

Therefore, $25.5 : 1.00 = 23 : x$
$25.54x = 23$
$x = .9 = 90\%$

Total reimbursement from State appropriations* to School "Z" will be 90% of their request for $122,000, or $109,800. The local education agency, School "Z", will fund the remaining 10%, or $12,200.

FORMULA
Construction, Instructional Equipment, and Secondary Ancillary Services (Guidance-Supervision)

Selected factor 0-6
State average basic factor 3

	State Weight	State Basic Factor	Weighted State Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	6	3	18
VOCATIONAL EDUCATION NEEDS	5	3	15
RELATIVE ABILITY TO PAY	4	3	12
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	3	6
			51

51 ÷ 4 = 12.75 = Average State Weighted Factor

Unrefined rate of reimbursement to schools = 50%

EXAMPLE of Approval of Local Education Agency Application - School "X"

School "X" requests assistance in providing a $260,000 vocational facility. This amount will be expended for construction ($200,000) and instructional equipment ($60,000). Because of negative philosophy and attitude of former administration, vocational education opportunities in this independent school district have not kept abreast of manpower needs and job opportunities or of vocational education needs. Therefore, this school receives a relatively high rating for these two basic factors. The school district has a voter-approved bond issue and above average per capita income; relative ability to pay is, therefore, assigned a low basic factor. School "X" is situated in an area of the State which has relatively high labor and material costs. This basic factor is, therefore, assigned a relatively high basic factor under this category.

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*In the State of Texas, the Legislature appropriates State and Federal funds for vocational education. Accounting procedures and accounts are used by the State Board in financial transactions. Specific ratios of Federal and State funds to be used for these purposes can be determined after information on the Federal level of funding is made known. For example; if State direct appropriations represent 25% of the funds budgeted for this category, and the award is 90%, then 67.5% would be charged to the Federal account when the voucher or warrant is issued and 22.5% would be charged to the State account.

	State Weight	School Factor	Weighted School Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	6	5	30
VOCATIONAL EDUCATION NEEDS	5	4	20
RELATIVE ABILITY TO PAY	4	2	8
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	4	8
			66

66 ÷ 4 = 16.5 = School "X" Average Local Weighted Factor

State average weighted factor - 12.75
Average weighted factor of district "X" - 16.50
Thus, the weighted factor of this school is 3.85 over the State factor.

Therefore, 12.75 : 50% :: 16.5 : x
12.75x = 8.250
x = 64.9% = Total reimbursement from State direct appropriations and/or Federal funds (see footnote page 72) ($168,740)

Thus, because of unusual conditions, school "X" cited in this example, is eligible to receive $168,740 in assistance. Local fund requirements are, therefore, reduced to $91,260.

3.27-2 Adult Vocational Programs. All applications which meet State approval standards as to appropriate instructional purposes and populations for which proposed, shall be eligible for State direct appropriation and Federal funds.

FORMULA
Adult Vocational Programs
(Preparatory and Supplementary)

Selected factor 0-6
State average basic factor 4

	State Weight	State Basic Factor	Weighted State Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	6	4	24
VOCATIONAL EDUCATION NEEDS	5	4	20

(continued)	State Weight	State Basic Factor	Weighted State Factor
RELATIVE ABILITY TO PAY	4	4	16
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	4	8
			68

68 ÷ 4 = 17 Average State Weighted Factor

Unrefined rate of reimbursement to schools = 75%

EXAMPLE of Local Education Agency Application - School "Y"

School "Y" is a comparatively small rural community with limited financial ability in which new industries have recently located. There are very few trained employees available and there is a relatively high rate of unemployment. The school "Y" applies for $30,000 to conduct short-term adult preparatory classes in several different jobs or skills required for employment in new plants.

	State Weight	School Factor	Weighted School Factor
MANPOWER NEEDS AND JOB OPPORTUNITIES	6	7*	42
VOCATIONAL EDUCATION NEEDS	5	2	10
RELATIVE ABILITY TO PAY	4	4	16
RELATIVE COST OF PROGRAMS, SERVICES, AND ACTIVITIES	2	3	6
			74

74 ÷ 4 = 18.5 = School "Y" Average Local Weighted Factor

State average factor - 17
Average weighted factor of district "Y" - 18.5
Thus, the weighted factor of this school is 1.5 over the State factor.

Therefore, 17 : 75% = 18.5 : x%
17x = 13.875
x = 81.62% = Total reimbursement from State and/or Federal funds** is 81.62% of $30,000 or $24,486.

The local share would be 18.30% of $30,000 or $5,514.

*Extra consideration given because the programs in question are experimental and demonstrational in nature.

**See footnote page 72.

3.27-3 Post-Secondary Programs. The total amount of funds required for each post-secondary institution is determined by multiplying the number of student contact hours generated in each program of instruction by a formula rate for each type of program or cluster of programs. A contact hour is defined as one hour or class period in which a student is in a classroom or laboratory and being taught or supervised by an instructor. The total number of student contact hours of instruction in a single course is determined by multiplying the number of students times the number of hours per week of instruction times the number of weeks.

The formula rates for each program were developed as a result of a statewide analysis of program costs. The variance in rates reflects the added expense of some programs. For example, expensive programs such as data processing, with its excessive equipment costs, require a higher rate per student contact hour than a program such as law enforcement. The formula rates will be reviewed by a joint review committee composed of three members of the State Board for Vocational Education, three members from the Coordinating Board, Texas College and University System, and three members from The Advisory Council for Technical-Vocational Education in Texas. These recommended rates will be adopted by the State Board for Vocational Education if they appear to be supported by recent and accurate cost data.

An initial allocation is made to each local education agency by multiplying the contact hours generated the previous summer, fall, and spring semesters by the appropriate formula rates.

Additional program enrollments which generate additional contact hours permit each local education agency to share in additional funds budgeted for post-secondary instruction. Thus, these additional funds are allocated according to the vocational education needs of students and fund the increased costs incurred by local education agencies in meeting increased manpower needs of the community. The same differential rate formula is used in computing additional fund allocations.

Manpower needs and job opportunities, as well as the vocational education needs of students, are carefully weighed in initial and continued approval of all programs. Only those contact hours in approved programs are counted toward fund allocations. This insures that programs are being funded to meet the established manpower requirements and vocational education needs of the State.

Local applications for funds are accompanied by an annual program plan and a five-year plan. Applications are prepared by using information from the following factors: (1) description and economic condition of the area served, (2) property valuation and tax rate, (3) significant changes in business and industrial activity, (4) population trends in the area served, (5) projected secondary school enrollments in the area served and projected student enrollment of the post-secondary local education agency, (6) new programs anticipated to meet the needs of students and the community (new programs must bear relationship to 1 through 5 above), (7) priorities established for implementing these programs, (8) estimated percentage increase in the number of students enrolled in vocational-technical courses at the local education agency, and (9) forecast of total program costs and cost per student.

The percentage of local funds, as determined by the local education agency and shown on the application, is evaluated in relationship to the total tax effort of the community. The relative ability-to-pay of the local education agency is based on the apparent tax valuation and current tax rate of the community. A low percentage of local money will not cause an application to be disapproved provided a real tax effort is shown. However, maintenance of effort, indicated by prior years' local expenditures, will be required.

Each factor, manpower needs and job opportunities, vocational education needs, relative ability-to-pay and relative cost of programs is studied in evaluating each local application.

Any factor found not to be acceptable will delay approval of the application until the deficiency is corrected. Relative priority for considering applications and the percentage amount of Federal funds for each approved application will be determined by application of the formula shown in Subparagraph 3.27-2.

All applications are reviewed by a staff committee of the State Board for Vocational Education.

4.0 Vocational Education Programs for the Disadvantaged. Funds appropriated under Part 102(b) of the Act shall be used only for vocational education programs, services, and activities for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. Requirements set forth in Section 1.0 of this Plan and applicable to State vocational education programs assisted with Federal funds under Section 102(a) of the Act are also applicable to vocational education programs for the disadvantaged assisted with Federal funds under Section 102(b) of the Act. In addition to the provisions of Sections 1.0 through 3.0 of Part I of this Plan, the following special provisions apply to programs for the disadvantaged:

4.1 Required Allocation of Funds to Certain Areas. Special consideration will be given to the approval and financing of programs and services in those areas within a school district, variously described as ghettos, linguistically isolated areas, poverty pockets or economically depressed areas, in which the general population requires specially designed vocational education programs and services in order for it to benefit from vocational education or consumer and homemaking education, and other areas of high youth unemployment or school dropouts as described in Subsection 1.10D of this Plan.

4.2 Participation of Students in Nonprofit Private Schools. The participation of students enrolled in nonprofit private schools in vocational education programs or projects under Part B supported with funds allotted under Section 102(b) and under Parts D and G of the Act shall be in accordance with the following requirements:

. Each program shall be designed to include, to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served by the program or project, vocational education services which will meet the vocational education needs of such students.

. The vocational education needs of students enrolled in nonprofit private schools located within the geographic area served by the program or project, the number of such students who will participate in the program or project, and the types of vocational education services which will be provided for them shall be determined after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing such vocational services to students enrolled in public schools. Each application submitted by the local education agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.

. Public school personnel may not be made available in other than public school facilities unless such service or activity involves working with industrial groups or in preparing training plans for out-of-school youth and adults or in conducting approved programs of vocational education for the local education agency.

The State Board or local education agency will maintain administrative control and supervision of the programs in nonprofit private schools.

The State Board has no authority to expend funds for vocational education in nonprofit private schools operated by religious orders or organizations.

The State Board has authority to enter into contracts with other nonprofit private institutions, which have been accredited by the Texas Education Agency, for vocational education programs, services, and activities.

4.3 Noncommingling of Funds. State Board policies and procedures will assure that any Federal funds which may be made available under Section 102(b) of the Act to accommodate students in nonprofit private schools will not be commingled with State or local funds. Accounting methods are established that assure each expenditure of Federal funds made available under Section 102(b) of the Act can be separately identified as such.

5.0 Vocational Education Research and Personnel Training. In addition to the provisions in Sections 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act.

5.1 State Research Coordination Unit. The Division of Occupational Research and Development is the organization designated by the State Board as the coordination unit for research and developmental projects, exemplary programs and projects, and modified and remedial programs and projects including pilot, experimental, and demonstration programs and projects for the disadvantaged and handicapped.

The Division is an integral part of the State Department organizational structure. The director of the Division is directly responsible to the Associate Commissioner for Occupational Education and Technology. Staffing consists of the director, an assistant director, a chief consultant, three consultants, and three secretaries. The relationship of the Division to other operational units of the Department of Occupational Education and Technology is shown in the organizational chart in Section 1.14 of this Plan.

The Division provides statewide leadership and consultative services to universities, colleges, junior colleges, local education agencies, and other institutions and organizations in planning, facilitating, initiating, developing, coordinating, reporting, and evaluating research and developmental projects, exemplary programs and projects, and modified and remedial programs and projects in occupational education. The Division is also responsible for the preparation of the Texas State Plan for Vocational Education and all statutory reports pertaining to occupational education.

Major functions of the Division are: (1) identification of statewide needs for research and development, exemplary programs and projects, and modified and remedial programs and projects and the determination of priorities for project development and initiation, (2) stimulation of interest in research and development, exemplary programs and projects, and modified and remedial programs and projects among agencies and institutions in Texas, (3) facilitation of research and development, exemplary programs and projects, and modified and remedial programs and projects by providing assistance to agencies and institutions in proposal development, project design, project development, analysis and interpretation of results, and report preparation and publication, (4) collection and dissemination of the results of research and developmental projects, exemplary programs and projects, and modified and remedial programs and projects, (5) coordination of statewide efforts in research and development, exemplary programs and projects, and modified and remedial programs and projects, (6) review and evaluation of proposals for research and developmental projects, exemplary programs and projects, and modified and remedial programs and projects, (7) collection, analysis, synthesis, and organization of input data for the Texas State Plan for Vocational Education and statutory reports pertaining to occupational education, (8) development and initiation of in-house research and developmental projects and other special projects at the direction of the Associate Commissioner for Occupational Education and Technology, and (9) participation in departmental, agency, and interagency planning activities related to research and development, exemplary programs and projects, modified and remedial programs and projects, and special projects in occupational education.

5.2 Application Procedures. Under the provisions of Section 131(b)(2) of the Vocational Education Amendments of 1968, colleges, universities, local education agencies and other public or nonprofit private agencies and institutions may apply to the State Board for funds to support projects designed to contribute to the improvement of occupational education. The State Board may authorize payment of up to 90 percent of the costs of programs and projects for (1) research and training programs; (2) experimental, developmental, or pilot programs developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs; and (3) the dissemination of information derived from the foregoing programs or from research and demonstration in the field of vocational education, which programs and projects have been recommended by the Division of Occupational Research and Development or by The Advisory Council for Technical-Vocational Education in Texas.

A contract for the expenditure of funds in support of research or developmental projects of the types described in the preceding paragraph may be negotiated with applicants who submit acceptable proposals for such projects to the Division of Occupational Research and Development in accordance with the specific procedures for proposal preparation and submission set forth in guidelines published by the Division (see Appendix--Section 5.2).

The proposal document will describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel who will be responsible for the program or project, a justification of the amount of funds requested, the portion of the costs to be borne by the applicant, and other detailed documentation as set forth in the guidelines for proposal preparation and submission.

5.21 Submittal of Applications (Proposals). Proposals will be submitted to the Division of Occupational Research and Development in the format prescribed in the guidelines for proposal preparation and submission. The proposal document will be accompanied by a cover page which will provide the title of the proposed project, the name of the agency, organization or institution submitting the proposal, the name and position of the person responsible for development of the proposal, the name and position of the person who is to serve as the project director, the name, position and signature of the official committing the applicant organization to the project, the name, position and signature of the official with authority to negotiate contracts or grants for the applicant organization, and other identifying information as may be required in the specific guidelines.

5.22 Review of Applications (Proposals). Proposals will be reviewed by a panel of qualified persons. Review panel participants will be selected on an ad hoc basis and may include representatives from (1) the membership and staff of The Advisory Council for Technical-Vocational Education in Texas, (2) the membership and staff of the Coordinating Board, Texas College and University System, (3) the faculties and staff of colleges, universities, and secondary schools, (4) the professional staff of the various departments of the Texas Education Agency, and (5) other public and private organizations.

Each proposal evaluated by the review panel will be carefully reviewed in terms of such pertinent factors as (1) relevance to priority areas in vocational education as specified in the long-range program plan and to vocational education programs, services, and activities specified in the annual plan, (2) adequacy and competence of personnel designated to carry out the program or project, (3) adequacy of facilities, (4) reasonableness of cost estimates, (5) expected potential of the proposed program or project being made a part of the regular vocational education program, and (6) the expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs.

5.23 Action on Applications (Proposals). Action will be taken on each proposal as soon as practicable after receipt by the Division of Occupational Research and Development. Reviewers will be requested to return their comments and recommendations to the Division within ten days after receipt of the proposal file. The recommendations of the review panel will be assembled by the Division and presented to the Associate Commissioner for Occupational Education and Technology who will, as authorized by the State Board, either (1) approve the proposal in whole or in part, (2) disapprove the proposal, or (3) defer action on the proposal for such reasons as lack of funds or a need for further evaluation. Each applicant will be notified in writing of the action on the proposal. Deferral or disapproval action will not preclude resubmission of the proposal for reconsideration at a later date. In the case of approved proposals, notification to applicants will include the contractual conditions which the applicant must accept in accordance with State law. Action taken on proposals may be appealed in writing to the State Commissioner of Education as provided for in Chapter 11, Subchapter A, Section 11.13, Texas Education Code, 1971.

5.3 Notification to U. S. Commissioner. The director of the Division of Occupational Research and Development will ensure that a copy of each approved proposal for which a grant or contract was made will be forwarded to the U. S. Commissioner or his designee within 15 days after approval by the State Board.

6.0 Exemplary Programs and Projects. Grants or contracts may be made, upon compliance with the policies and procedures of the State Board, to pay all or part of the cost of (1) planning and developing exemplary programs or projects or (2) establishing, operating, or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Texas statutes specify that no county boards of education or local boards of trustees may accept monies from any Federal source except under rules and regulations of the Central Education Agency (Chapter 11, Subchapter A, Section 11.02(c), Texas Education Code, 1971). All proposals of local education agencies requesting Federal funds under Part D of the Act shall be submitted to the State Board.

Exemplary programs and projects will be designed to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps. Programs or projects may, among others, include:

. Those designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

. Programs or projects for students providing educational experiences through work during the school year or in the summer;

. Programs or projects for intensive occupational guidance and counseling during the last years of school and initial job placement;

. Programs or projects designed to broaden or improve vocational education curriculums;

. Exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry;

. Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment;

. Programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education; and

. Programs or projects designed to broaden and improve vocational instruction with particular emphasis on those presenting new and innovative teaching techniques whereby large groups may be taught effectively.

Exemplary programs or projects will have major features which have proven to be of highest quality and would serve as a model for the vocational education community. In addition to the provisions in Sections 1.0 and 2.0 of the State Plan, the following special provisions apply to exemplary programs and projects supported under Part D of the Act.

6.1 Application Procedures. A contract for the expenditure of funds in support of exemplary projects of the types described in Section 6.0 may be negotiated with applicants who submit acceptable proposals for such projects to the Division of Occupational Research and Development in accordance with the specific procedures for proposal preparation and submission set forth in guidelines published by the Division and included in the Appendix to this Plan.

The proposal document will describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel who will be responsible for the program or project, a justification of the amount of grant or contract funds requested, the portion of the costs to be borne by the applicant, and other detailed documentation as set forth in the guidelines for proposal preparation and submission.

6.11 Submittal of Applications (Proposals). Proposals will be submitted to the Division of Occupational Research and Development in the format prescribed in the guidelines for proposal preparation and submission. The proposal document will be accompanied by a cover page which will provide the title of the proposed project; the name of the agency, organization, or institution submitting the proposal; the name and position of the person responsible for development of the proposal; the name and position of the person who is to serve as the project director; the name, position, and signature of the official committing the applicant organization to the project; the name, position, and signature of the official with authority to negotiate contracts or grants for the applicant organization; and other identifying information as may be required in the specific guidelines.

6.12 Review of Applications (Proposals). Proposals will be reviewed by a panel of qualified persons. Review panel participants will be selected on an ad hoc basis and may include representatives from (1) the membership and staff of The Advisory Council for Technical-Vocational Education in Texas, (2) the membership and staff of the Coordinating Board, Texas College and University System, (3) the faculties and staff of colleges, universities and secondary schools, (4) the professional staff of the various departments of the Texas Education Agency, and (5) other public and private organizations.

Each proposal evaluated by the review panel will be carefully reviewed in terms of such pertinent factors as (1) relevance to priority areas in vocational education as specified in the long-range program plan and vocational education programs, services, and activities specified in the annual plan; (2) adequacy and competence of personnel designated to carry out the program or project; (3) adequacy of facilities; (4) reasonableness of cost estimates; (5) expected potential of the proposed program or project being made a part of the regular vocational education program; and (6) the expected potential for utilizing the results of the proposed program or projects in exemplary or regular vocational education programs.

6.13 Action on Applications (Proposals). Action will be taken on each proposal as soon as practicable after receipt by the Division of Occupational Research and Development. Reviewers will be requested to return their comments and recommendations to the Division within ten days after receipt of the proposal file. The recommendations of the review panel will be assembled by the Division and presented to the Associate Commissioner for Occupational Education and Technology who will, as authorized by the State Board, either (1) approve the proposal in whole or in part, (2) disapprove the proposal, or (3) defer action on the proposal for such reasons as lack of funds or a need for further evaluation. Each applicant will be notified in writing on the action of the proposal. Deferral or disapproval action will not preclude resubmission of the proposal for reconsideration at a later date. In the case of approved proposals, notification to applicants will include the contractual conditions which the applicant must accept in accordance with State law. Action taken on proposals may be appealed in writing to the State Commissioner of Education as provided for in Chapter 11, Subchapter A, Section 11.13, Texas Education Code, 1971.

6.2 Program or Project Standards and Requirements. Exemplary programs and projects for which the State Board makes grants and contracts shall be in accordance with the Act and shall meet all the standards and requirements set forth in the State Plan and State Board Policies for Exemplary Programs and Projects.

6.21 Coordination with Other Programs. Coordination and cooperation with other programs in the development of exemplary programs and projects will be accomplished by the State and local education agencies through the following policies and procedures:

6.21-1 State Board. Exemplary programs and projects will be coordinated through the Division of Occupational Research and Development and members of the Associate Commissioner's staff responsible for experimental, developmental, and pilot programs.

Coordination will also include consultation with The Advisory Council for Technical-Vocational Education in Texas, other local and State agencies and organizations, and other departments of the Texas Education Agency.

Consultative and evaluation services to agencies submitting proposals for or conducting approved exemplary programs and projects will be provided by consultants and State supervisors of vocational programs, services, or activities to which the program or project is related.

6.21-2 Local Education Agencies. The administrator in the local education agency in charge of vocational education programs will have the responsibility of working with the local advisory council on vocational education and coordinate with other agencies and advisory committees that are developing exemplary programs and projects.

The administrator in charge of local vocational education programs will also be responsible for providing the State Board with reports of program planning, program operation, and action of local advisory and coordinating meetings on exemplary vocational education programs and projects.

6.22 Participation of Students in Nonprofit Private Schools. The State Board has no authority to provide vocational education to students in nonprofit private schools operated by religious orders or organizations. Other nonprofit private schools are eligible to apply to the State Board for approval of programs and financial assistance as described in Subsection 4.2 of this Plan. The opportunity for genuine and meaningful participation in all exemplary programs and projects of students enrolled in nonprofit private schools to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which such programs are designed to meet is assured.

6.23 Noncommingling of Funds. State Board policies and procedures will assure that any Federal funds which may be made available under Section 102(b), Part A of the Act, will not be commingled with State or local funds. Accounting methods are established to assure that each expenditure of Federal funds made available under Section 102(b) of the Act can be separately identified.

6.24 Notification to U. S. Commissioner. The Director of the Division of Occupational Research and Development will ensure that a copy of each approved proposal for which a grant or contract was made will be forwarded to the U. S. Commissioner or his designee within 15 days after approval by the State Board.

6.25 Other State Board Action. Proposals for support of exemplary programs or projects which are submitted directly to the U. S. Commissioner of Education under Section 142(c) of the Act and appropriate Federal regulations will also be reviewed in accordance with the procedures set forth in Paragraph 6.12 of this Plan. The recommendations of the State Board will be forwarded to the U. S. Commissioner of Education within 15 days after the review process is completed.

7.0 Residential Vocational Education Schools. The State Board does not elect to develop policies regarding the establishment of residential vocational education schools until such time as funds may become available for their establishment and operation.

8.0 Consumer and Homemaking Education. In addition to the provisions in Sections 1.0 and 2.0 of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal funds under Part F of the Act. ("Homemaking education" as used in this part of the State Plan refers to consumer and homemaking education.)

8.1 Establishing and Operating Programs.

8.11 State Operated. Does not apply. No homemaking education programs are administered directly by the State Board.

8.12 Locally Operated.

8.12-1 Submittal of Applications. Local education agencies will submit applications to the State Board for allocation of Federal and State vocational funds on application forms developed and provided by the State Board staff. Information requested on the application shall include such items as:

- The specific objectives and description of each proposed program, service, and/or activity for which funds are requested.
- Assurance that the program, service, and/or activity is to be developed in terms of the social, cultural, and economic conditions and needs of individuals and families to be served, especially in economically depressed areas.
- Assurance that consumer education will be an integral part of the program.
- Plans for courses which encourage preparation for professional leadership in home economics and consumer education.
- Assurance that the program is designed to prepare youth and/or adults for the role of homemaking and the dual responsibilities of homemaker and wage earner.
- A plan for meeting the homemaking education needs of individuals and families with priorities for groups to be served and for programs to be initiated.
- Evidence that program plans were developed in consultation with individuals possessing knowledge of program needs as well as educational and training resources.
- Information required by State legislation and State Board policies concerning allocation of units for instructional and supporting programs and allocations of funds to local education agencies.

8.12-2 Review of Applications. Applications made by local education agencies shall be submitted to the staff of the State Board for Vocational Education for review in accordance with State legislation, State Board policies, and provisions of Part F of the Act.

A reviewing committee composed of area consultants and the program director shall make the initial review of applications for homemaking programs, services, and/or activities for which funds are being requested.

The reviewing committee may utilize data and/or services of personnel from other local and State agencies and departments of the State Education Agency in evaluating information provided in the application. Members of the reviewing committee may make visits to the applying local agency for the purpose of obtaining additional data and/or assisting the applicant in making revisions of the application.

The criteria used in reviewing the application shall be based on the provisions, requirements, and justifications set forth in Section 8.0 of this Plan.

The reviewing committee shall submit its recommendation concerning the application to the Associate Commissioner for Occupational Education and Technology.

8.12-3 Action on Applications. The Associate Commissioner for Occupational Education and Technology will approve the application upon recommendation of the reviewing committee in accordance with the policies and procedures of the State Board.

After approval of the application, a letter of award shall be sent to the applying local education agency.

Any local education agency whose application is disapproved has the opportunity for a hearing as outlined in Subsection 1.10B of this Plan.

8.13 Required Allocation of Funds to Certain Areas. At least one-third of the Federal funds allotted to the State under Part F of the Act shall be used for homemaking education programs in economically depressed areas or areas with high rates of unemployment.

Determination of areas and groups to be served and priorities for programs shall be determined pursuant to Subsections 1.10C and 4.1 of the State Plan. In addition, the State Board may approve homemaking education programs in other areas or communities of the State of smaller size, such as economically depressed or high unemployment sections within large metropolitan areas.

Federal funds allotted to the State to be used for homemaking education programs, services, and/or activities in economically depressed areas or areas with high rates of unemployment may be approved for such items as salaries and travel for local supervisors, teachers, and nonprofessional personnel; equipment and instructional materials; development of instructional materials, preparation of teachers through special workshops or conferences, other items reasonably connected with the programs; and special demonstration or experimental programs designed especially for individuals or groups in these priority areas.

8.2 Required Content of Program.

8.21 Purposes of Program. The homemaking education program shall be designed for the following purposes: to help individuals and families improve home environment and the quality of personal and family life, to give greater consideration to social and cultural conditions and needs of families, to encourage preparation for professional leadership in home economics and consumer education, to prepare youth and adults for the role of homemaker, to contribute to the employability of youth and adults as they assume the dual role of homemaker and wage earner, and to include consumer education as an integral part of the program.

8.22 Content of Instruction. Homemaking education programs shall include instruction in the following areas: human development and the family, including child development and family living; home management; consumer education, including family economics; clothing and textiles; housing; and food and nutrition, including promotion of nutritional knowledge and food use, and the understanding of the economic aspect of food use and purpose.

8.23 Persons to be Served.

8.23-1 Secondary. Homemaking education will be conducted for youth attending secondary school, grades 9-12, to prepare them for purposes set forth in Paragraph 8.21.

8.23-2 Out-of-School Youth and Adults. Homemaking education will be conducted for out-of-school youth and adults who desire and need instruction to prepare them for purposes set forth in Paragraph 8.21.

8.24 Organization and Offerings. Instruction in homemaking education shall be based on: the needs, interests, and concerns of individuals and families served, with special consideration given to the social and cultural conditions in identified economically depressed areas; the maturity, ability, and experience of individuals enrolled; and the purposes of the program. The program will include instruction in the various subject matter areas of home economics and shall be developed in such depth as is required to develop needed skills, understandings, attitudes, and appreciations.

The program of instruction will be developed and conducted in consultation with individuals or groups of individuals possessing knowledge of the conditions and the needs of homes and families, the work of the home, and the responsibilities of homemaker-wage earners. The program will include up-to-date knowledge and materials which will contribute to the development of needed competencies of those enrolled.

8.25 Duration and Intensity of Instruction.

8.25-1 Secondary Programs. Comprehensive courses including instruction in all areas of homemaking education outlined in Paragraph 8.22 shall be distributed over 3 to 4 years for 10, 11, or 12 months per school year for youth in grades 9-12. Courses in specific areas of homemaking education may be offered for students in the eleventh and twelfth grades.

8.25-2 Out-of-School Youth and Adults. Classes in one or more areas of homemaking education will be sufficiently extensive in duration and intensive in content to develop competencies needed by individuals enrolled. Approved classes shall be conducted for no less than 6 hours of instruction, but they may be extended for 10 or 11 months. The length of the class will be determined by the needs of the individuals to be served and the scope of the program.

8.26 Evaluation. Evaluation shall be an integral and continuous part of approved programs. Local administrators, supervisors, and teachers will evaluate the homemaking education programs annually. Periodic program evaluations will be made by consultants or State Board staff. Procedures and arrangements for evaluation of programs are set forth in Subsection 1.5 of the State Plan.

Local schools shall make periodic reports on program operation as required by State policy.

Findings from both the local level and State level evaluations shall be used in measuring the effectiveness of programs, upgrading and improving programs, determining approval of existing programs and/or justifying initiation of new programs.

8.27 Facilities, Equipment, and Materials. Local schools shall provide classrooms, laboratories, libraries, and other facilities (including instructional materials, equipment, supplies, teaching aids, and other materials) in supply and quality to meet standards approved by the State Board.

No funds will be provided by the State Board for facilities, equipment, and materials except as specified in Paragraph 8.35 of the State Plan.

8.28 Duties and Qualifications of Local Supervisors, Teachers of Secondary, Out-of-School Youth and Adults.

8.28-1 Duties of Local Supervisors. The duties of local supervisors are to: organize, develop, coordinate, evaluate, and give general direction and supervision to a comprehensive program of homemaking education meeting requirements of the State Plan and policies and procedures of the State Board; determine the need for programs or classes for youth and adults in homemaking education; work with local administrators and teachers and State Board staff in establishing needed programs or classes; provide opportunities for local inservice education and professional development of teachers; participate in area and State inservice education and professional development; and prepare annual and/or periodic reports on program operation as required by the local school and by the State Board.

8.28-2 Qualifications of Local Supervisors. Local supervisors shall have the same qualifications as required of secondary school teachers of homemaking education outlined in Paragraph 1.33 of the State Plan. In addition, local supervisors shall have a master's degree in home economics and at least three years of teaching experience in vocational homemaking education.

8.28-3 Duties of Secondary Teachers. The duties of secondary teachers are to: study the social, economic, and cultural conditions of the community, families, and individuals to determine needs for and appropriateness of homemaking education instruction; plan and carry out an organized instructional program to meet the needs, concerns, and interests of students, including the areas of homemaking education outlined in Paragraph 8.22 of the State Plan; provide consultative assistance and instruction for out-of-school youth and adults; supervise home and community experiences of students which are related to classroom instruction; provide leadership, direction, and supervision to homemaking youth and adult leadership organizations; participate in local, area, and State inservice education and professional development; and prepare annual and/or periodic reports on program operation as required by the local school and the State Board.

8.28-4 Qualifications of Secondary Teachers. The qualifications of secondary teachers are outlined in Paragraph 1.33 of the State Plan.

8.28-5 Duties of Teachers of Out-of-School Youth and Adults. The duties of teachers of out-of-school youth and adults are to: study the social, economic, and cultural conditions of the community, families, and individuals to determine the needs for the appropriateness of homemaking education programs;

plan and conduct classes in homemaking education based on findings of the study which will contribute to the improvement of home environments and the quality of family life; provide consultative and/or technical assistance to community organizations or groups interested in homemaking education; visit homes to give special assistance on individual or family problems; provide leadership, direction, and supervision to homemaking leadership organizations for adults; participate in local, area, and State inservice education and professional development; and prepare periodic reports on program operation as required by the local school and the State Board.

8.28-6 Qualifications of Teachers of Out-of-School Youth and Adults. Teachers of out-of-school youth and adults shall have the same qualifications as required for secondary teachers outlined in Paragraph 1.33 of the State Plan.

Special training, experience, or ability of persons employed on a temporary or part-time basis may be considered in lieu of qualifications outlined in Paragraph 1.33 of the State Plan. This provision would be particularly applied for teachers or supporting personnel in special programs provided for in Paragraph 8.13 of the State Plan.

8.29 Youth and Adult Organizations. When the activities of youth or adult leadership organizations complement the homemaking education program, such activities will be supervised by homemaking teachers.

8.3 Ancillary Services and Activities.

8.31 State Administration and Leadership. Under the general direction of the Executive Officer of the State Board and the State Associate Commissioner for Occupational Education and Technology, the homemaking education program shall be directed, supervised, and evaluated by the following personnel: Education Program Director (Head State Supervisor); Chief Consultant, Instructional Services; and Consultants, Instructional Services. The duties and qualifications of the above personnel are given in Appendix III of the State Plan.

The staff for homemaking education shall be adequate in number and capability to assure quality in programs and to assess and evaluate programs, services, and activities.

8.32 Teacher Education for Homemaking Education.

8.32-1 Approval of Teacher-Education Institutions. The State Board shall approve teacher-education programs (for both preservice and inservice education) designed to prepare homemaking education teachers. Such programs shall be designed to provide a sufficient supply of qualified teachers, supervisors, and other personnel for the homemaking education programs, services, and activities outlined in the State Plan.

8.32-2 Criteria for Approval. Criteria applied by the State Board for the approval of institutions to conduct homemaking teacher-education programs are:

- Provisions are made for adequate home economics subject matter courses and professional courses essential for the development of competent, qualified teachers. The number and scope of courses shall be in accordance with State board policies.
- Provisions are made for supervised student teaching and other experiences for prospective teachers in public schools having State approved homemaking education programs. Student teaching centers shall be selected by the teacher-education institutions with the approval of the State supervisory staff.
- The faculty is adequate in number, quality, and diversity to give prospective teachers the necessary preparation for teaching effectively. The qualifications for faculty members shall be in accordance with State Board policies.
- Classrooms, laboratories, libraries, and other facilities (including instructional equipment, supplies, teaching aids, and other materials) are provided by the institution in supply and quality to meet standards prescribed by the State Board.
- Adequate financing for staff, clerical assistance, and travel is provided.
- Cooperative arrangements in preservice and inservice homemaking education teacher preparation programs are maintained between the State supervisory staff and the institution.
- Homemaking teacher-education programs shall be evaluated periodically by persons representing the State Board. The results of such evaluations shall determine the continued approval of the teacher-education program by the State Board.

8.32-3 Duties and Qualifications of Homemaking Teacher Educators.

8.32-3(a) Duties. Homemaking education teacher educators shall conduct professional education courses for individuals preparing to teach or for the improvement of those persons already engaged in teaching, coordinating, or supervising homemaking education programs; conduct inservice professional improvement courses on and off the campus; assist in conducting school-community surveys to determine needs and opportunities for homemaking education programs; assist in conducting program evaluations in local schools; organize, prepare, or edit various types of materials for the improvement of instruction;

assist State staff in planning and conducting area and State inservice education; assist teachers and State staff in planning and conducting programs and activities for vocational youth and adult organizations; direct and supervise programs of student teaching; and conduct institutional subject matter courses in home economics.

8.32-3(b) Qualifications. Homemaking education teacher educators shall: hold an earned graduate degree with a major in home economics education, hold a valid permanent type vocational homemaking education teacher's certificate, and have a minimum of three years of successful public school teaching experience in a vocational homemaking education program.

8.32-4 Written Agreement with Teacher-Education Institutions. Institutions preparing vocational homemaking education teachers shall submit an annual plan of the teacher-education program for approval of the State Board as outlined in Subparagraph 1.41-1 of the State Plan. In addition, annual and/or periodic reports of program operation and expenditures shall be submitted when requested by the State Board or the State supervisory staff.

8.33 Curriculum Development and Development of Instructional Materials. Funds allotted to the State under Part F of the Act may be used for curriculum development and the development of instructional materials to improve the quality of homemaking education programs when approved by the State Board staff. The State Board staff may direct and conduct curriculum development and the development of instructional materials, or the State Board may contract for curriculum development studies or projects and the development of instructional materials with local education agencies or approved teacher-education institutions.

Such expenditure of funds may include but is not limited to such items, activities, and/or projects as: studies to determine curriculum needs for priority areas of instruction and groups to be served, studies to determine appropriate curriculum content and design, workshops and conferences to develop instructional materials, fees and expenses for consultants, an instructional materials center to develop instructional materials and assist in the use and evaluation of materials, preparation and dissemination of instructional materials, training of professional personnel in the use of curriculum and instructional materials, and evaluation of curriculum and instructional materials.

8.34 Research, Special Demonstration, and Experimental Programs. Funds allotted to the State under Part F of the Act may be used for research, special demonstration projects, and/or experimental programs approved and conducted by the State Board staff, professional staff in cooperating local education agencies, or approved teacher-education institutions. When conducted by other than the State

Board staff, such projects or programs shall be provided for through a regularly executed agreement which specifies all details concerning the tasks to be accomplished and conditions of financial participation. Prior approval for such projects or programs shall be made by the Associate Commissioner for Occupational Education and Technology.

Proposals for projects or programs shall be reviewed and approved on the basis of such factors as: (1) relevance to priority areas or programs in the long-range and annual plans for homemaking education, (2) anticipated outcomes and their potential value to the homemaking education program and the persons to be served, (3) adequacy and competence of personnel designated to carry out the project or program, (4) plans for evaluation and dissemination, (5) reasonableness of cost estimates in terms of outcomes, and (6) adequacy of facilities and equipment.

Action taken on proposals may be appealed in writing to the State Commissioner of Education as provided for in Chapter 11, Subchapter A, Section 11.13, Texas Education Code, 1971.

8.35 Provision of Equipment and Minor Remodeling. Funds allotted to the State under Part F of the Act may be used for equipment and minor remodeling of existing school-owned facilities for (1) those programs, services, and/or activities approved to serve individuals and families in economically depressed areas or areas with high rates of unemployment provided for in Paragraph 8.13 of the State Plan; (2) curriculum development and preparation of instructional materials; and (3) research, special demonstration, and experimental programs.

9.0 Cooperative Vocational Education Program. It is the intention of the State Board that cooperative vocational education under Part G of the Act shall in no way replace, curtail, impair, conflict with or unnecessarily duplicate ongoing cooperative vocational education programs under Part B of the Act.

The State Board has authority to grant approval of Part G programs and to contract with public, nonprofit, and nonsectarian educational institutions for appropriate program costs.

In addition to the provisions in Sections 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act.

9.1 Procedures for Approval of Cooperative Vocational Education Programs.

9.11 Submittal of Applications. Application for approval of programs and funds under Part G of the Act shall be submitted by the local education agency to the Department of Occupational Education and Technology and shall include the following information and assurances: the specific objectives of the program; justifications of the need for the program or project supported by statistical data; financial arrangements and projected budget for supporting the program; guidelines including specific items such as the duration of the program--with dates, methods of instruction, daily schedules, use of instructional aids and materials, rotation of student-learners in job-related experiences, termination date; statement of how the program will contribute to attaining the objectives of vocational education; qualifications of teachers and other personnel with responsibilities for the program; participation of public and private employers; and number of private nonprofit school students and degree and manner of participation of such students.

9.12 Review of Applications. Upon receipt of an application, the Associate Commissioner for Occupational Education and Technology will assign appropriate staff members to review and study the merit of the application received. This review team may have available, as needed, the consultative assistance of staff members from the Division of Special Education and the Texas Rehabilitation Commission.

The review team will assign highest priorities to applications from schools having (1) high rate of dropouts, (2) high rate of unemployment among youth, and (3) large numbers of linguistically isolated youth, adequate facilities, full cooperation of local business and industry, competent program personnel, high expectation of success of the program, and realistic budget requirements.

9.13 Action on Applications. The Associate Commissioner for Occupational Education and Technology, upon the recommendation of the review team, will approve or disapprove the application and so notify the applicant school.

9.2 Requirements of Cooperative Vocational Education Programs. Cooperative vocational education programs under Part G will be approved by the State Board when the procedures as stated in Subsection 9.1 of this State Plan have been complied with. Federal funds made available under this part will not be commingled with State or local funds.

9.21 Purpose. For purposes of this part, the term "cooperative education program" means a program of vocational education administered by a local public institution for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field provided by public or private employers. Said experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.

9.22 On-the-Job Training Standards. The program will provide on-the-job training that (1) is related to existing career patterns and provides opportunities for promotion and advancement, (2) does not replace other workers who perform similar work, (3) employs and compensates student-learners in conformity with Federal, State, and local laws and regulations, (4) does not result in the exploitation of student-learners for private gain, and (5) is conducted in accordance with a written training plan or agreement between local education agencies and employers, copies of which shall be submitted to the State for filing with the local application.

9.23 Identification of Jobs. The State Board provides that local education agencies shall identify those jobs suitable for persons enrolled in cooperative education programs in consultation with a local advisory committee composed of representatives from labor groups, employer groups, general public, and other community agencies having a vested interest in manpower needs and training.

9.24 Additional Cost to Employers. Under State Board policy, local education agencies will be reimbursed for additional costs paid to employers of cooperative vocational students only if the on-the-job training provided meets all the criteria listed in Paragraph 9.22 above and provided the employers cannot participate in the cooperative program without such reimbursement. The cost factors, amount, and duration of reimbursement to the employer must be a part of the written training agreement. Reimbursable costs will not include construction of facilities, purchase of equipment or other capital costs which will inure to the benefit of employers. Approved expenditures which qualify for reimbursement are described below:

9.24-1 Salaries of Student-learners. An employer may be reimbursed for salaries paid student-learners during their non-productive learning period not to exceed one semester, trimester, or quarter, whichever is applicable. The employer must assure the school in writing that none of the goods or services which result from the work of student-learners during such a period will enter the open market resulting in profit to the employer.

9.24-2 Cost of On-the-Job Supervisory Personnel. The employer of cooperative education students may be reimbursed for the costs of maintaining special personnel to supervise and/or instruct such students in their on-the-job experiences.

9.25 Costs to Students. The local education agency may be reimbursed for additional unusual costs incurred by the institution for the training of cooperative vocational students who could not otherwise participate in the program without such financial assistance. Such costs must not have the effect of underwriting personal obligations which students in similar circumstances are usually expected to pay, and may include:

9.25-1 Transportation of Students. Transportation costs of students to and from their places of employment, based on the most economical mode of travel.

9.25-2 Cost of Tools and Uniforms. The cost of tools, uniforms, and other items related to employment, provided the same costs are borne by other employees of the business performing comparable work.

9.26 Participation of Students in Private, Nonprofit Schools. Policies and procedures to be followed in cooperative vocational education programs approved and funded under Part G of the Act shall assure, to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which such a program is designed to meet, that provisions have been made for participation of such students in accordance with Subsection 4.2.

9.27 Noncommingling of Funds. State policies and procedures will assure that any Federal funds which may be made available under Part G of the Act will not be commingled with State or local funds. Accounting methods are established to assure that each expenditure of Federal funds made under Part G of the Act can be separately identified as such.

9.28 Evaluation and Follow-up Procedures. Local education agencies conducting cooperative vocational education programs shall provide for yearly evaluations of such programs. The evaluation procedures followed by the local education agency shall be in the format to be designed and furnished by the Texas Education Agency and shall be made in conformity with the provisions of Subsection 1.5 of this Plan.

9.3 Ancillary Services and Activities. Provisions shall be made for ancillary services and activities to assure quality in all cooperative vocational education programs. Such activities shall include curriculum development, research activities related to serving disadvantaged persons in cooperative vocational education programs, and evaluations of placement following training.

Professional staff at the State level in every vocational service shall give direction, leadership, and administrative services necessary to conduct programs in cooperative vocational education. Each director in the Department of Occupational Education and Technology shall be assigned responsibilities of providing leadership in these programs. Activities of directors, supervisors, and program specialists who shall provide services to the local education agencies shall be coordinated by the Associate Commissioner for Occupational Education and Technology or by person(s) whom he shall designate. Supervisory services shall be directed toward the expansion and improvement of new programs at both the State and local levels. The number of persons on the State staff and supervisory personnel in local education agencies shall be adequate to carry out assigned responsibilities.

Approved teacher-training institutions shall provide inservice instructional programs as required for training instructional and supervisory personnel and in the development of new course material. Institutions shall continue providing adequate preservice educational opportunities for prospective cooperative vocational education teachers. Curriculum changes shall be brought about to meet changing conditions and requirements.

10.0 Work-Study Programs for Vocational Education Students. In addition to the provisions in Sections 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for vocational education students supported with Federal funds under Part H of the Act:

Funds allotted to the State for the purpose of Part H shall be used for compensation to students employed pursuant to work-study programs and for the development and administration of the State Plan applicable to such programs.

10.1 Procedures for Approval of Work-Study Programs.

10.11 Submittal of Applications. A local education agency shall submit an application for a work-study program to the Department of Occupational Education and Technology. This application shall include the nature, duration, and purpose of the program and outline the existing local conditions relative to the need for such work-study program, the names and probable number of participants, the training facilities available, the type of work assignments possible, financial provisions as they apply to Paragraph 10.23, and other data as may be required. The application will identify and state the qualifications of the local staff supervisor or coordinator responsible for operating the approved program; it shall outline the extent to which local funding is available in order to meet matching requirements; and it shall explain financial arrangements and duration for payment to students.

The application shall indicate the place(s) of employment with assurance that a written agreement between the local education agency shall be entered into with other public agencies or institutions (Federal, State, or local) and that provisions have been made for adequate supervision of student employment. The local education agency shall so state in the application that a separate work-study account shall be maintained from which student compensation shall be made.

10.12 Review of Applications. The staff of the Associate Commissioner will review applications. Review procedures shall include application of criteria such as relevance to annual and long-range plans, adequacy and competence of staff, reasonableness of cost estimates, and expected outcomes.

Upon receipt of a local application for a work-study program, the staff review team shall assign a priority of need as specified in criteria established. Priority for approval of work-study programs shall be given to those local education agencies located in economically depressed areas where vocational training might be expected to increase employment opportunities. High priority shall also be extended to those areas characterized by high percentages of school dropouts and substantial number of unemployed youth. Localities with a history of shortages in skilled occupations shall be given additional consideration for approval.

10.13 Action on Applications. Recommendations by the staff review team pursuant to criteria set forth in Paragraphs 10.11 and 10.12 of this Plan concerning content of the applications of work-study programs shall be made to the Associate Commissioner who shall assign priorities in the allocation of funds. Based on the availability of funds and priority for funding established by review procedures, the applications shall be approved, disapproved, or deferred. The local education agency shall be notified as to approval, disapproval, or deferral status of application.

10.2 Requirements of Work-Study Programs. Except as provided in Subsection 10.3 below, funds allocated to the State under Part H of the Act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements.

10.21 Administration of Program. The work-study program shall be administered by the local education agency and made reasonably available to all qualified youth in the area served who are able to meet the requirements set forth in Paragraph 10.22.

10.22 Eligible Students. Employment under the work-study program will be furnished only to a student who is able to show need of the earnings from such employment to commence or continue his vocational education program; who is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment; who is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program; and who has been accepted for employment or, if he is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local education agency for vocational education programs funded under the Vocational Education Amendments of 1968.

10.23 Limitation on Hours and Compensation. No student shall be employed during an academic year or its equivalent for more than fifteen hours in any week during which classes in which he is enrolled are in session. The compensation for such employment shall not exceed \$45 per month or \$350 per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed \$60 in any month or \$500 per academic year or its equivalent. For the purpose of this paragraph, "academic year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month of vacation.

A student attending a class on a full-time basis in the summer school term shall be limited to fifteen hours of employment per week and the monthly compensation of \$45 or \$60 as described in the above paragraph. If the student is not attending classes during the summer, there is no limitation upon the hours of employment or the amount of compensation which may be earned. The total summer earnings shall not be limited by or have the effect of limiting the compensation paid for the academic year pursuant to the preceding paragraph.

10.24 Employment for Public Agency or Institution. Employment under work-study programs shall be for the local education agency or other public agency in accordance with a written arrangement between the local education agency and other agency, and the work performed shall be adequately supervised and coordinated and shall not supplant employees who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency, the written arrangement shall state that students so employed are not Federal employees.

10.25 Maintenance of Effort. In each fiscal year during which a work-study program remains in effect, the local education agency shall expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program of such local education agency was approved.

10.3 Funds for State Plan Development and Administration. The amount of Federal funds used to pay the cost of developing the provisions in the State Plan applicable to work-study programs and the cost of administering such provisions shall not exceed one percent of the State's allotment under Part H of the Act for vocational work-study programs, or $10,000, whichever is greater.

11.0 Curriculum Development. Funds by grant to or contract with the State Board by the U. S. Commissioner of Education under provisions of Part I of the Act shall be used by the State Board to make grants to or contracts with local education agencies and other agencies and institutions approved by the State Board for vocational-technical curriculum development.

> "The Central Education Agency shall exercise general control of the system of public education at the state level in accordance with the provisions of . . . (The Texas Education Code).
>
> "Any activity with persons under 21 years of age which is carried on in the state by other state or federal agencies, except higher education in approved colleges, shall be subject in its education aspects to the rules and regulations of the Central Education Agency."
>
> (Chapter 11, Subchapter A, Section 11.02, Texas Education Code, 1971)

11.1 Use of Curriculum Development Funds. Such grants or contracts may be used to pay all or part of the cost of curriculum development projects which: promote the development and dissemination of vocational education curriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields; develop standards for curriculum development in all occupational fields; coordinate efforts of the states in the preparation of curriculum materials and prepare current lists of curriculum materials available in all occupational fields; survey curriculum materials produced by other agencies of government, including the Department of Defense; evaluate vocational-technical education curriculum materials and their uses; and train personnel in curriculum development.

11.2 Application for and Acceptance of Funds. In accordance with State statutes, all proposals of local education agencies requesting Federal funds under Part I of the Act shall be submitted to the State Board.

11.3 State Leadership. State leadership and services shall be provided to carry out the intent of this part of the Act. Staffing and leadership activities shall be in accordance with Subparagraph 1.35-4 of the State Plan and State Board policies.

11.4 Procedures. Procedures for application, review, action, and provisions for assurance as required by the Act shall be in accordance with State Board policy, the Act, and guidelines established by the U. S. Commissioner.

PART II

ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Analysis of Manpower Needs and Job Opportunities in the State.

1.1 Information for Table 1 is presented in three parts: (1) Table 1A, Employment Opportunities Related to Vocational Education Programs; (2) Supplement to Table 1A, Estimated Number of Persons Employed in Occupational Clusters Other Than Agricultural Who Utilized Agricultural Competencies, 1972 Texas Industries, 1970; and (3) Table 1B, Projected Labor Supply.

1.2 Sources and recency of data in Table 1 include: (1) Texas Employment Commission, 1974, (2) Texas A&M University, 1973, and (3) Texas Education Agency, 1974.

2.0 Analysis of Availability of Vocational Education.

2.1 Figure 1 shows the areas of the State which have been designated as eligible for assistance by the Economic Development Administration, U. S. Department of Commerce (Economically Depressed Areas).

2.2 Figure 2 shows the areas of the State which have been identified as having substantial or persistent unemployment by the Texas Employment Commission.

2.3 Figure 3 shows the areas of the State which are considered as having a high rate of youth unemployment.

2.4 Figure 4 shows the areas of the State which have a high rate of school dropout.

2.5 Figure 5 shows areas of the State with greatest population density.

2.6 Figure 6 shows the locations of area vocational schools.

3.0 Analysis of State's Population Relating to Vocational Education Needs.

3.1 Table 2 shows selected statistics on populations to be served.

3.2 Sources of data in Table 2 are: Bureau of the Census; Coordinating Board, Texas College and University System; Population Research Center, the University of Texas at Austin; Management Information Center, Texas Education Agency.

Table 1A

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS

Page 1 of 1A

Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TOTALS		3,161,321	61,571	122,393	183,964	68,089	132,624	200,713
AGRICULTURAL OCCUPATIONS	01.0000	203,528	-2,615	9,392	6,777	-2,181	9,072	6,891
Farmers (Owners, Tenants)	01.0100	80,876	-1,387	4,880	3,493	-1,205	4,631	3,426
Farm Managers	01.0100	3,881	-66	150	84	-58	142	84
Farm Foremen	01.0100	3,775	-75	129	54	-67	122	55
Farm Laborers, Wage Workers	01.0100	74,508	-1,520	2,516	996	-1,330	2,388	1,058
Farm Laborers, Unpaid Family	01.0100	3,534	-71	149	78	-62	141	79
Farm Laborers, Self-Employed	01.0100	456	-9	12	3	-7	11	4
Farm Management Advisors	01.0100	507	19	7	26	22	8	30
Farm Implement Repairmen	01.0300	2,058	43	41	84	47	44	91
Buyers, Shippers, Farm Products	01.0400	1,662	30	61	91	32	65	97
Millers, Grain, Flour, Feed	01.0400	326	4	11	15	4	12	16
Product Graders, Packers, Except Factory, Farm	01.0400	3,051	46	112	158	49	119	168
Gardners, Groundkeepers, Excluding Farm	01.0500	20,959	240	1,093	1,333	252	1,145	1,397
Foresters, Conservationists	01.0600	1,505	56	28	84	65	32	97

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
AGRICULTURAL OCCUPATIONS (continued)								
Inspectors, Log, Lumber	01.0700	658	9	25	34	9	26	35
Lumbermen, Draftsmen, Woodchopper	01.0700	2,545	29	60	89	30	62	92
Animal Caretakers, Excluding Farm	01.9900	3,227	37	118	155	38	124	162
DISTRIBUTION OCCUPATIONS	04.0000	732,977	13,722	23,227	36,949	14,808	25,071	39,879
Advertising Agents, Salesmen	04.0100	3,890	77	122	199	83	132	215
Parking Attendants	04.0300	2,195	40	71	111	43	76	119
Stock and Bond Salesmen	04.0400	5,294	105	143	248	114	155	269
Bank, Financial Managers	04.0400	17,614	320	435	755	344	468	812
Creditmen	04.0400	4,373	79	122	201	85	131	216
Restaurants, Cafe, Bar Managers	04.0700	22,056	400	880	1,280	430	946	1,376
Sales Managers, Retail Trade	04.0800	12,495	227	325	552	244	350	594
Auctioneers	04.0800	322	6	7	13	6	7	13
Demonstrators	04.0800	3,023	60	164	224	64	178	242
Sales Clerks, Retail Trade	04.0800	150,405	2,992	8,007	10,999	3,237	8,663	11,900

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
DISTRIBUTION OCCUPATIONS (continued)								
Salesmen, Retail Trade	04.0800	34,099	678	1,067	1,745	734	1,155	1,889
Baggage, Porters, Bellhops	04.1100	1,494	43	37	80	49	41	90
Boarding, Lodging Housekeepers	04.1100	433	12	31	43	14	35	49
Sales Managers, Excluding Retail Trade	04.1200	15,014	272	252	524	293	271	564
Sales Representatives, Manufacturing	04.1200	24,930	495	526	1,021	536	569	1,105
Insurance Agents, Brokers, etc.	04.1300	33,023	657	909	1,566	710	983	1,693
Insurance Adjusters, Examiners	04.1300	5,873	127	175	302	139	190	329
Sales Representatives, Wholesale Trade	04.1200	50,888	1,012	1,235	2,247	1,095	1,336	2,431
Garage Workers, Gas Station Attendants	04.1600	34,399	529	688	1,217	562	731	1,293
Real Estate Agents, Brokers	04.1700	17,937	356	903	1,259	386	977	1,363
Real Estate Appraisers	04.1700	1,188	25	47	72	28	51	79
Recreation Workers	04.1800	2,672	100	104	204	115	120	235
Attendants, Recreation, Amusement	04.1800	3,205	93	120	213	105	135	240
Railroad Conductors	04.1900	1,683	30	63	93	32	68	100
Ticket Station, Express Agents	04.1900	6,037	131	193	324	143	210	353

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
DISTRIBUTION OCCUPATIONS (continued)								
Bus Drivers	04.1900	9,388	171	333	504	184	358	542
Conductors, Motormen, Urban Railroad	04.1900	48	-0-	-0-	-0-	1	-0-	1
Deliverymen, Routemen	04.1900	47,698	870	811	1,681	935	871	1,806
Fork Lift, Tow Motor Operatives	04.1900	9,847	179	108	287	193	116	309
Motormen, Mine, Factory, Logging	04.1900	386	6	7	13	7	8	15
Taxicab Drivers, Chauffeurs	04.1900	6,893	125	234	359	135	252	387
Truck Drivers	04.1900	98,101	1,790	1,618	3,408	1,924	1,739	3,663
Freight, Material Handlers	04.1900	28,526	327	464	791	343	486	829
Longshoremen, Stevedores	04.1900	4,460	51	98	149	53	103	156
Airline Stewardesses	04.1900	2,677	78	281	359	87	316	403
Hucksters, Peddlers	04.9900	10,144	201	546	747	218	591	809
Meat Wrappers, Retail Trade	04.9900	2,561	39	102	141	41	108	149
Packers, Wrappers, Except Meat, Produce	04.9900	19,896	305	747	1,052	325	794	1,119
Buyers, Wholesale, Retail	04.9900	10,704	194	407	601	209	438	647
Purchasing Agents, Buyers, N.E.C.**	04.9900	10,324	187	243	430	201	262	463

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
DISTRIBUTION OCCUPATIONS (continued)								
Salesmen, Service, Construction	04.9900	16,782	333	602	935	361	651	1,012
HEALTH OCCUPATIONS	07.0000	154,964	4,511	8,866	13,377	5,064	9,954	15,018
Dental Assistants	07.0101	6,247	182	429	611	205	482	687
Dental Hygienists	07.0102	540	16	36	52	17	41	58
Dental Laboratory Technicians	07.0103	1,218	17	32	49	18	34	52
Clinical Laboratory Technology, Technicians	07.0299	7,286	216	333	549	243	374	617
Registered Nurses	07.0301	46,928	1,393	2,686	4,079	1,566	3,020	4,586
Lay Midwives	07.0303	56	1	4	5	1	4	5
Practical Nurses	07.0302	23,512	687	1,496	2,185	772	1,681	2,453
Nurses Aides, Orderlies	07.0303	46,165	1,350	2,646	3,996	1,515	2,970	4,485
Therapy Assistants	07.0402	232	6	12	18	7	14	21
Therapists	07.0402	4,399	130	222	352	146	250	396
Radiologic Technology, Technicians	07.0501	3,391	100	169	269	113	189	302
Other Medical, Health	07.9900	17	-0-	1	1	-0-	1	1

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
HEALTH OCCUPATIONS (continued)								
Health Record Technology, Technicians	07.9900	661	19	36	55	21	40	61
Other Health Technology, Technicians	07.9900	3,077	91	127	218	102	143	245
Funeral Directors	07.9900	2,193	39	69	108	42	75	117
Embalmers	07.9900	278	8	7	15	9	8	17
Health Aides, Except Nursing	07.9906	6,945	203	399	602	228	448	676
Health Trainees	07.9900	1,819	53	160	213	59	180	239
HOME ECONOMICS (GAINFUL)	09.0200	46,525	1,198	3,563	4,761	1,328	3,944	5,272
Child Care Workers, Excluding Private	09.0201	15,427	451	1,179	1,630	506	1,324	1,830
Child Care Workers	09.0201	14,446	340	1,240	1,580	373	1,361	1,734
Laundresses, Private	09.0202	1,323	31	111	142	34	122	156
Dietitians	09.0203	2,531	75	142	217	84	160	244
Cooks, Private	09.0203	3,583	84	247	331	92	271	363
Housekeepers, Private	09.0205	8,791	202	617	819	221	675	896
Home Management Advisors	09.0250	424	15	27	42	18	31	49

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
OFFICE OCCUPATIONS	14.0000	805,174	19,087	42,129	61,216	21,021	46,250	67,271
Estimators, Investigators, N.E.C.	14.0100	15,499	336	603	939	366	657	1,023
Bookkeepers	14.0100	102,855	2,234	5,328	7,562	2,434	5,806	8,240
Cashiers	14.0100	60,752	1,319	3,451	4,770	1,438	3,760	5,198
Calculating Machine Operators	14.0100	1,875	62	109	171	71	124	195
Bookkeeping, Billing Operators	14.0100	3,825	127	246	373	145	281	426
Bank Tellers	14.0100	11,994	260	588	848	284	641	925
Keypunch Operators	14.0200	16,356	545	1,129	1,674	622	1,287	1,909
Tabulating Machine Operators	14.0200	396	13	17	30	15	19	34
Computer, Prepheral Equipment Operators	14.0200	7,723	257	170	427	293	194	487
Computer Programmers	14.0200	10,336	387	197	584	448	228	676
Computer Systems Analysts	14.0200	4,990	186	68	254	216	79	295
Duplicating Machine Operators	14.0300	859	28	43	71	32	49	81
File Clerks	14.0300	19,913	432	1,361	1,793	471	1,483	1,954
Payroll, Time Keeping Clerks	14.0300	7,591	164	355	519	179	387	566
Statistical Clerks	14.0300	14,030	304	705	1,009	332	768	1,100

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
OFFICE OCCUPATIONS (continued)								
Billing Clerks	14.0300	5,362	116	300	416	126	327	453
Other Office Machine Operators	14.0300	1,969	65	103	168	74	118	192
Proofreaders	14.0300	1,544	33	97	130	36	105	141
Miscellaneous Clerical Workers, N.E.C.	14.0300	69,937	1,519	3,644	5,163	1,655	3,971	5,626
Postal Clerks	14.0400	14,756	320	440	760	349	479	828
Telegraph Operators	14.0400	902	19	35	54	21	38	59
Telephone Operators	14.0400	24,130	524	1,691	2,215	571	1,843	2,414
Mail Handler, Excluding Post Office	14.0400	6,458	140	259	399	152	283	435
Mail Carriers, Post Office	14.0400	14,431	313	294	607	341	321	662
Messengers and Office Boys	14.0400	1,953	42	76	118	46	83	129
Telegraph Messengers	14.0400	125	2	2	4	3	2	5
Receptionists	14.0400	17,973	390	1,289	1,679	425	1,404	1,829
Library Attendants, Assistants	14.0400	5,268	114	339	453	124	370	494
Meter Readers, Utilities	14.0400	2,770	60	47	107	65	51	116
Expediters, Product Controllers	14.0500	10,020	217	212	429	237	232	469

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
OFFICE OCCUPATIONS (continued)								
Shipping, Receiving Clerks	14.0500	23,048	500	489	989	545	533	1,078
Stock Clerks, Store Keepers	14.0500	25,752	559	702	1,261	609	765	1,374
Dispatcher, Starter, Vehicle	14,0500	3,530	76	78	154	83	85	168
Weighers	14.0500	1,338	29	41	70	31	45	76
Personnel Labor Relations	14.0600	20,279	759	544	1,303	879	631	1,510
Secretaries, Other	14.0700	161,766	4,041	10,379	14,420	4,460	11,456	15,916
Secretaries, Medical	14.0700	3,036	75	167	242	83	184	267
Secretaries, Legal	14.0700	4,768	119	304	423	131	336	467
Stenographers	14.0700	6,614	165	427	592	182	471	653
Clerical Supervisors, N.E.C	14.0800	5,682	123	167	290	134	182	316
Typists	14.0900	49,093	1,226	3,522	4,748	1,353	3,887	5,240
Office Managers, N.E.C.	14.9900	12,900	234	386	620	251	414	665
Managers, Superintendents, Building	14.9900	7,015	127	440	567	136	473	609
Assessors, Controllers, Local Public Assessors	14.9900	2,762	50	160	210	54	172	226
Clerical Assistants, Social Welfare	14.9900	56	1	2	3	1	2	3

Table 1A (Continued)

Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
OFFICE OCCUPATIONS (continued)								
Enumerators, Interviewers	14.9900	4,634	100	223	323	109	243	352
Collectors, Bill, Account	14.9900	4,444	96	179	275	105	195	300
Counter Clerks, Except Food	14.9900	12,865	279	721	1,000	304	786	1,090
TECHNICAL OCCUPATIONS	16.0000	51,386	1,459	863	2,322	1,634	963	2,597
Chemical Technicians	16.0105	6,317	184	102	286	206	114	320
Surveyors	16.0106	4,749	138	75	213	155	84	239
Chainmen, Rodmen, Axmen, Surveying	16.0106	1,129	17	12	29	18	12	30
Electrical, Electronic Technicians	16.0108	11,322	330	127	457	370	142	512
Radio Operators	16.0108	2,318	67	86	153	75	97	172
Industrial Engineering Technicians	16.0111	1,066	31	15	46	34	17	51
Mechanical Engineering Technicians	16.0113	445	12	4	16	14	4	18
Tool Programmers, Numerical	16.0113	152	4	2	6	4	2	6
Other Computer Specialists	16.0117	893	33	12	45	38	14	52
Engineering, Science Technicians, N.E.C.	16.9900	10,919	318	223	541	357	250	607

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TECHNICAL OCCUPATIONS (continued)								
Agriculture Biology Technicians, Excluding Health	16.9900	1,340	39	40	79	43	45	88
Airplane Pilots	16.0601	5,837	170	54	224	191	60	251
Ship Officers, Pilots, Pursers	16.0604	2,331	42	51	93	45	55	100
Other Technicians, Excluding Health	16.9900	2,568	74	60	134	84	67	151
TRADES AND INDUSTRY OCCUPATIONS	17.0000	1,165,767	24,209	34,353	58,562	26,415	37,370	63,785
Air Conditioning, Heating, Refrigerating	17.0100	8,584	182	131	313	199	143	342
Household Appliance Mechanics	17.0200	9,520	202	181	383	220	197	417
Auto Body Repairmen	17.0301	6,123	130	88	218	141	95	236
Auto Mechanics	17.0302	54,074	1,152	1,027	2,179	1,253	1,117	2,370
Auto Mechanics Apprentices	17.0302	137	2	-0-	2	3	-0-	3
Auto Accessories Installers	17.0399	529	11	7	18	12	7	19
Aircrafts	17.0400	16,122	343	248	591	373	270	643
Air Traffic Controllers	17.0400	2,471	72	28	100	80	31	111
Flight Engineers	17.0400	475	13	4	17	15	5	20

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Data Processing Machine Repairmen	17.0600	2,109	44	13	57	48	15	63
Office Machine Repairmen	17.0600	2,474	52	25	77	57	27	84
Designers	17.0700	4,898	183	148	331	212	172	384
Decorators, Window Dressers	17.0700	4,468	63	223	286	67	236	303
Fishermen, Oystermen	17.0800	1,851	21	36	57	22	38	60
Boatmen, Canalmen	17.0800	441	8	12	20	8	13	21
Photographers	17.0900	3,942	147	109	256	171	126	297
Photographic Process Workers	17.0900	3,538	54	131	185	57	139	196
Motion Picture Projectionist	17.0900	1,177	16	51	67	17	54	71
Carpenters	17.1001	55,300	1,390	1,678	3,068	1,535	1,853	3,388
Carpenters Apprentices	17.1001	361	9	1	10	10	1	11
Carpenters Helpers	17.1001	5,059	58	96	154	60	101	161
Electricians	17.1002	27,360	687	454	1,141	759	501	1,260
Electricians Apprentices	17.1002	1,192	29	6	35	33	6	39
Bulldozer Operators	17.1099	6,913	173	143	316	191	158	349

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Excavating, Grading, Machine Operators	17.1099	18,913	475	381	856	525	421	946
Drillers, Earth	17.1099	5,809	107	95	202	115	103	218
Brickmasons, Stonemasons	17.1004	7,833	196	149	345	217	164	381
Brickmasons, Stonemasons Apprentices	17.1004	177	4	1	5	4	2	6
Tilesetters	17.1004	2,305	58	28	86	64	31	95
Painters, Construction, Maintenance	17.1099	26,871	675	718	1,393	746	794	1,540
Painters Apprentices	17.1099	94	2	3	5	2	4	6
Paperhangers	17.1099	606	15	20	35	16	22	38
Plasterers	17.1099	1,041	26	30	56	28	33	61
Plasterers Apprentices	17.1099	30	-0-	-0-	-0-	-0-	-0-	-0-
Plumbers, Pipefitters	17.1007	26,724	672	594	1,266	742	656	1,398
Plumbers, Pipefitters Apprentices	17.1007	683	17	3	20	18	3	21
Dry Wall Installers, Lathers	17.1099	3,009	46	29	75	49	31	80
Glaziers	17.1099	1,629	23	25	48	24	26	50
Roofers, Slaters	17.1099	4,842	121	70	191	134	77	211

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Boilermakers	17.1099	2,359	45	57	102	49	62	111
Cement, Concrete Finishers	17.1099	7,494	188	138	326	208	152	360
Carpet Installers	17.1099	3,118	44	30	74	47	32	79
Cranemen, Derrickmen, Hoistmen	17.1099	5,800	82	95	177	87	100	187
Floor Layers, Excluding Tile Setters	17.1099	1,612	40	25	65	44	28	72
Millwrights	17.1099	2,553	49	47	96	53	50	103
Shipfitters	17.1099	547	7	8	15	8	8	16
Stone Cutters, Stone Carvers	17.1099	225	3	5	8	3	5	8
Structural Metal Craft	17.1099	4,756	119	62	181	132	68	200
Asbestos, Insulation Workers	17.1099	2,621	40	44	84	42	47	89
Assemblers	17.1099	39,950	614	1,306	1,920	653	1,388	2,041
Blasterers, Powdermen	17.1099	381	5	7	12	6	7	13
Heavy Equipment Mechanics, Including Diesel	17.1200	29,781	634	550	1,184	690	598	1,288
Draftsmen	17.1300	18,425	537	267	804	603	299	902
Electric Power Linemen, Cablemen	17.1400	6,783	157	68	225	172	75	247

Table 1A (Continued)

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Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Telephone Linemen, Splicers	17.1400	2,971	69	20	89	75	22	97
Telephone Installers, Repairmen	17.1500	13,455	312	126	438	342	138	480
Radio, Television, Repairmen	17.1500	10,707	228	188	416	248	204	452
Clothing Ironers, Pressers	17.1600	12,458	221	612	833	238	657	895
Laundry, Dry Cleaning Operators, N.E.C.	17.1600	10,376	159	529	688	169	563	732
Compositors, Typesetters	17.1900	7,464	107	218	325	114	231	345
Printing Apprentices, Excluding Pressmen	17.1900	284	4	2	6	4	3	7
Pressmen, Plate Printers	17.1900	6,865	99	110	209	105	117	222
Pressmen Apprentices	17.1900	95	1	-0-	1	1	-0-	1
Electrotypers, Stereotypers	17.1900	411	5	10	15	6	11	17
Engravers, Except Photoengravers	17.1900	406	5	12	17	6	13	19
Photoengravers, Lithographers	17.1900	1,325	19	27	46	20	29	49
Bookbinders	17.1900	1,416	20	62	82	21	66	87
Opticians, Lens Grinders, Polishers	17.2100	1,699	24	56	80	25	60	85
Jewelers, Watchmakers	17.2100	1,907	27	84	111	28	89	117

Table 1A (Continued)

Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Sailors, Deckhands	17.2200	2,108	32	33	65	34	35	69
Molders, Metal	17.2300	1,511	29	21	50	31	23	54
Furnacemen, Smeltermen	17.2300	2,259	44	32	76	48	35	83
Job, Die Setters, Metal	17.2300	631	12	6	18	13	6	19
Machinists	17.2300	20,656	402	351	753	435	379	814
Machinists Apprentices	17.2300	304	5	2	7	6	2	8
Pattern, Model Makers	17.2300	946	18	20	38	19	22	41
Drill Press Operatives	17.2300	2,237	44	44	88	48	47	95
Grinding Machine Operatives	17.2300	4,111	81	69	150	88	74	162
Lathe, Milling Machine Operatives	17.2300	6,111	121	84	205	131	91	222
Other Precision Machine Operatives	17.2300	1,940	38	35	73	41	37	78
Punch Stamping Press Operatives	17.2300	2,805	55	52	107	60	56	116
Riveters, Fasteners	17.2300	714	10	17	27	11	19	30
Sheet Metal Workers, Tinsmiths	17.2300	9,119	177	146	323	192	158	350
Sheet Metal Apprentices	17.2300	191	3	-0-	3	4	-0-	4

Table 1A (Continued)

Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Solderers	17.2300	530	10	19	29	11	21	32
Welders, Flame Cutters	17.2300	42,532	846	650	1,496	915	704	1,619
Tool, Diemakers	17.2300	3,764	73	74	147	79	80	159
Tool, Diemakers Apprentices	17.2300	18	-0-	-0-	-0-	-0-	-0-	-0-
Blacksmiths	17.2300	529	10	35	45	11	37	48
Forgemen, Hammermen	17.2300	562	11	10	21	11	11	22
Rollers, Finishers, Metal	17.2300	459	8	9	17	9	9	18
Filers, Polishers, Sanders, Buffers	17.2300	2,828	43	78	121	46	83	129
Heaters, Metal	17.2300	129	2	1	3	2	2	4
Metal Platers	17.2300	1,338	26	22	48	28	24	52
Heat Treaters, Annealers, Etc.	17.2400	644	12	9	21	13	10	23
Barbers	17.2601	15,178	444	695	1,139	498	780	1,278
Hairdressers, Cosmetologists	17.2602	41,745	1,221	2,560	3,781	1,370	2,873	4,243
Attendants, Personal Service, N.E.C.	17.2699	2,695	78	142	220	88	160	243
Personal Service Apprentices	17.2699	33	1	3	4	1	3	4

Table 1A (Continued)

Occupational Titles	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)			Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Firemen, Fire Protection	17.2801	10,500	278	145	423	308	161	469
Guards, Watchmen	17.2802	15,958	422	828	1,250	469	920	1,389
Marshals, Constables	17.2802	548	14	43	57	16	48	64
Policemen, Detectives	17.2802	17,664	468	255	723	519	283	802
Sheriffs, Bailiffs	17.2802	2,266	60	94	154	66	105	171
Construction Inspectors, Public	17.2899	1,029	18	31	49	19	33	52
Inspectors, Excluding Construction Public	17.2899	6,202	112	134	246	121	144	265
Inspectors, Other	17.2899	7,399	105	192	297	111	204	315
Welfare Service Aides	17.2899	752	22	36	58	24	40	64
Bakers	17.2900	4,912	70	172	242	74	182	256
Cooks, Excluding Private	17.2900	60,762	1,370	2,764	4,134	1,498	3,022	4,520
Meat Cutters, Butchers, Excluding Manufacturing	17.2900	10,612	163	287	450	173	305	478
Meat Cutters, Butchers	17.2900	3,551	54	81	135	58	87	145
Food Counter, Fountain Workers	17.2900	9,223	208	547	755	227	599	826
Waiters	17.2900	53,629	1,209	3,054	4,263	1,322	3,339	4,661

Table 1A (Continued)

Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Food Workers, N.E.C., Excluding Private	17.2900	15,474	348	780	1,128	381	852	1,233
Sign Painters, Letters	17.3200	1,515	21	60	81	22	63	85
Stationary Engineers	17.3200	16,564	236	505	741	249	535	784
Stationary Firemen	17.3200	3,608	55	98	153	58	105	163
Power Station Operators	17.3200	964	22	19	41	24	21	45
Tailors	17.3300	3,334	47	177	224	50	188	238
Furriers	17.3300	39	-0-	1	1	-0-	1	1
Loom Fixers	17.3300	228	4	7	11	5	7	12
Dressmakers, Seamstresses, Excluding Factory	17.3300	7,257	129	590	719	138	633	771
Dyers	17.3300	254	3	6	9	4	6	10
Milliners	17.3300	111	1	5	6	1	5	6
Sewers, Stitchers	17.3300	36,612	652	2,150	2,802	700	2,307	3,007
Carding, Lapping, Combing	17.3300	244	4	8	12	4	9	13
Knitters, Loopers, Toppers	17.3300	172	3	5	8	3	6	9
Spinners, Twisters, Winders	17.3300	1,000	17	41	58	19	44	63

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Weavers	17.3300	544	9	23	32	10	24	34
Other Textile Operatives	17.3300	1,487	26	45	71	28	48	76
Shoemaking Machine Operatives	17.3400	459	7	21	28	7	23	30
Shoe Repairmen	17.3400	1,625	23	80	103	24	85	109
Upholsterers	17.3500	3,950	56	121	177	59	128	187
Cabinetmakers	17.3600	3,866	55	127	182	58	134	192
Furniture, Wood Finishers	17.3600	882	12	29	41	13	31	44
Sawyers	17.3600	3,891	59	98	157	63	105	168
Railroad, Car Shop Repairmen	17.9900	2,911	62	89	151	67	97	164
Mechanics, Excluding Auto Apprentices	17.9900	343	7	3	10	7	3	10
Other Mechanics, Repairmen	17.9900	12,515	266	272	538	290	296	586
Piano, Organ Tuners, Repairmen	17.9900	385	5	20	25	5	21	26
Crafts Apprentices, N.E.C.	17.9900	351	4	1	5	5	1	6
Craftsmen, Kindred Workers, N.E.C.	17.9900	43,671	622	819	1,441	658	867	1,525
Bottling, Canning Operatives	17.9900	2,181	33	56	89	35	59	94

Table 1A (Continued)

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Occupational Titles			Projected Requirements					
			1 Year Hence - 1975			5 Years Hence - 1979 3/		
Title (Abbreviate if Necessary)	Vocational Education Instructional Program Code	Current Employment 1/ 1974	Net Expansion Needs	Replacement Needs 2/	Total Needs	Net Expansion Needs	Replacement Needs 2/	Total Needs 4/
TRADES AND INDUSTRY OCCUPATIONS (continued)								
Checkers, Examiners, Etc., Manufacturing	17.9900	23,474	360	710	1,070	383	754	1,137
Cutting Operatives, N.E.C.	17.9900	5,761	84	155	239	89	164	253
Graders, Sorters, Manufacturing	17.9900	1,385	21	52	73	22	56	78
Mine Operatives, N.E.C.	17.9900	22,528	346	356	702	368	379	747
Painters, Manufacturing Articles	17.9900	6,154	94	109	203	100	116	216
Machine Operatives, Miscellaneous Specified	17.9900	48,466	745	1,082	1,827	792	1,150	1,942

Table 1A (Continued)

FOOTNOTES*

1/ The figures found in this table are estimates and will not compare directly with those contained in previous reports. This table is based on a more detailed occupational distribution provided through the National/State Industry-by-Occupation Matrix Program. This added detail eliminates a number of large "catch-all" or "not elsewhere classified" categories.

2/ Estimates are based on projected Texas industry growth from 1970 to 1980. The occupational distribution is based on unpublished data from the 1970 Census of Texas population. Changes in the occupational trends were estimated by applying preliminary, revised national growth rates to the census-derived Texas occupational distribution. U. S. growth rates were obtained from revised Volume IV, Tomorrow's Manpower Needs, published by the Bureau of Labor Statistics, U. S. Department of Labor.

3/ Estimates of replacement needs created by retirements and deaths only.

4/ Estimates are not cumulative over the five-year period but represent estimates of expected needs for the year 1979.

5/ Occupational titles are from the 1970 U. S. Census of Population. Occupations covered by each title are listed in the Bureau of the Census, 1970 Census of Population, Classified Index of Industries and Occupations. All 1970 Census allocated categories were eliminated and their weight distributed among compatible occupations.

6/ Agricultural job titles listed are those from the census that indicated a direct relationship to agriculture. Those workers that might be considered part of the "agribusiness" establishment are not shown as separate entries. During calendar 1973, some 278,000 workers were employed in "production" agriculture. This figure includes seasonal harvest hands, and no attempt has been made to eliminate dual-job holders.

7/ Occupational Title includes nurses other than those required to be licensed by the State of Texas. (See footnote 5/)

*All footnotes to Table 1A provided by Texas Employment Commission
**N.E.C. - Not elsewhere classified

Supplement to Table 1A

Estimated Number of Persons Employed in Occupational Clusters Other Than Agricultural Who Utilized Agricultural Competencies, 172 Texas Industries, 1970

OCCUPATIONAL CLUSTER	NUMBER EMPLOYED
Professional, Technical, and kindred	59,686
Managers and Administration	97,263
Sales Workers	60,591
Clerical and kindred	28,250
Craftsman and kindred	13,482
Operatives	37,776
Laborers, except farm	31,922
Service workers, except farm	534
Total	329,504 1/

Source: This table was derived from tabulations included in "Employment and Training Needs in Texas Agribusiness," Texas A&M University, 1973.

1/ According to the U. S. Census of Population (Texas), 153,800 persons were employed as farmers, farm managers, farm laborers, and farm foremen in 1970. There are indications, therefore, that in 1970 a total of 483,304 persons were employed in occupations requiring agricultural competencies, and more than 525,000 persons may be employed in these occupations in 1974.

Table 1B

Projected Labor Supply

	Output from Public Occupational Education Programs 1/		Output from Other Occupational Training Programs 2/	
	1975	1979	1975	1979
01 Agriculture	5,853	6,343	301	335
04 Distribution	15,264	18,628	654	727
07 Health	12,804	18,421	3,321	3,690
09.02 Homemaking	2,833	4,125	151	168
14 Office	26,565	35,393	18,164	20,182
16 Technical	6,228	7,801	3,522	3,913
17 Industrial	35,851	47,883	24,202	26,891
TOTALS	105,398	138,594	50,315	55,906

1/ Estimated number of individuals to be trained through public occupational education programs who are expected to be available for work to meet labor expansion and replacement needs.

2/ Estimated number of individuals to be trained through occupational training sources other than public occupational education.

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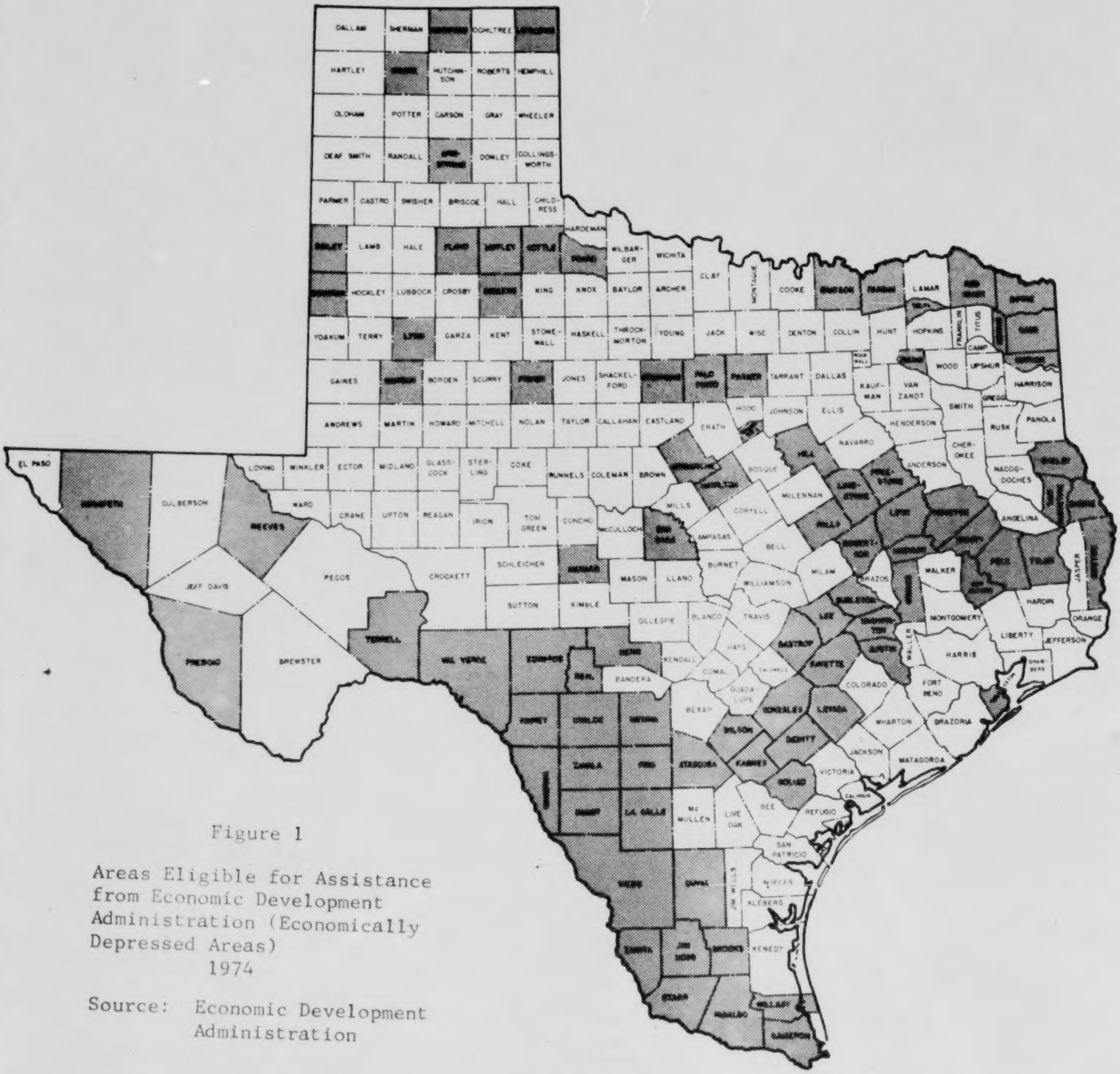
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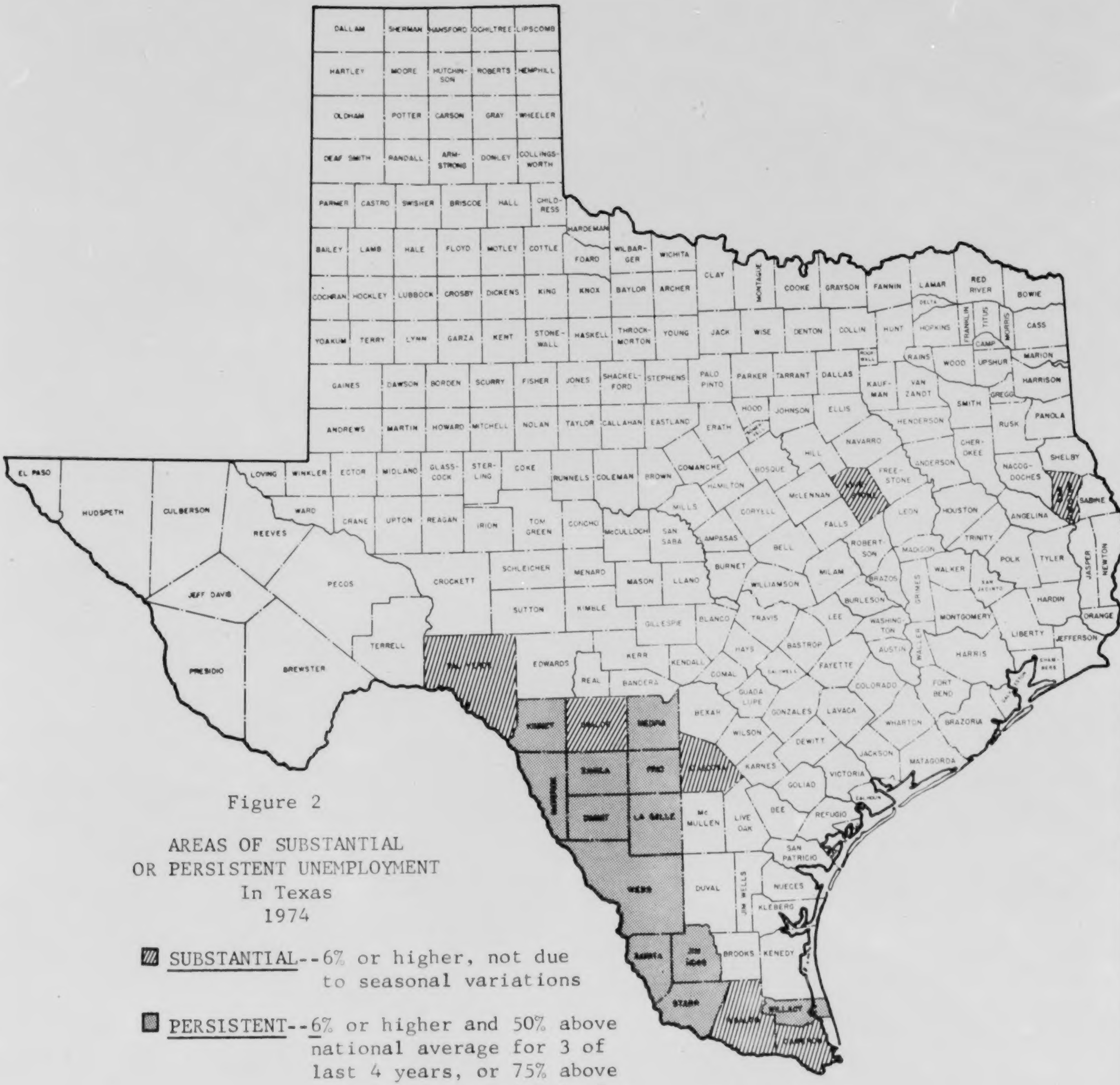
Figure 1

Areas Eligible for Assistance from Economic Development Administration (Economically Depressed Areas) 1974

Source: Economic Development Administration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WILLACY
CAMERON

Figure 2

AREAS OF SUBSTANTIAL
OR PERSISTENT UNEMPLOYMENT
In Texas
1974

▨ SUBSTANTIAL--6% or higher, not due to seasonal variations

■ PERSISTENT--6% or higher and 50% above national average for 3 of last 4 years, or 75% above national average for 2 of last 3 years, or 100% above national average for 1 of last 2 years.

Source:

Texas Employment Commission, 1974.

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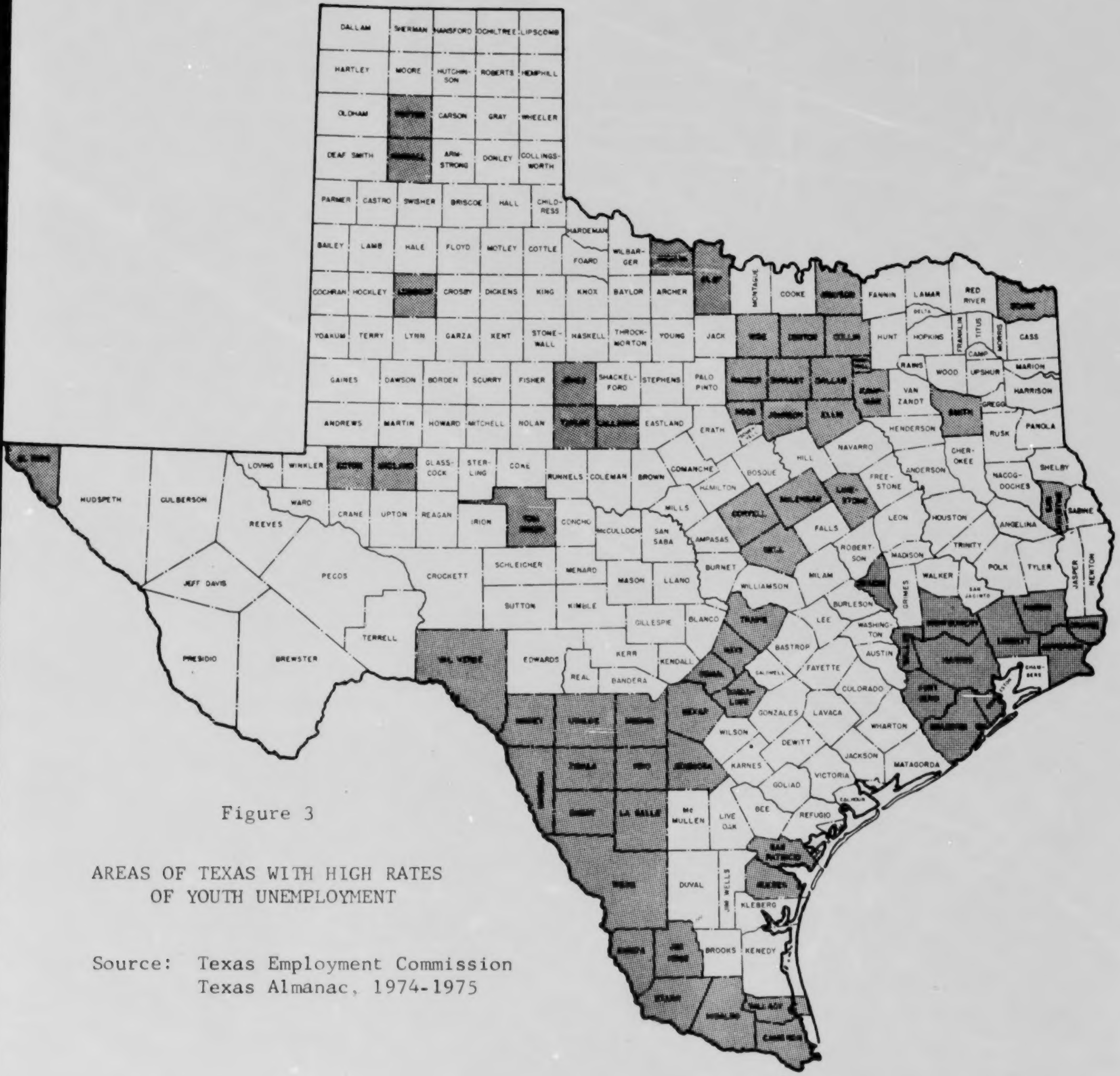
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Figure 3

AREAS OF TEXAS WITH HIGH RATES OF YOUTH UNEMPLOYMENT

Source: Texas Employment Commission
Texas Almanac, 1974-1975

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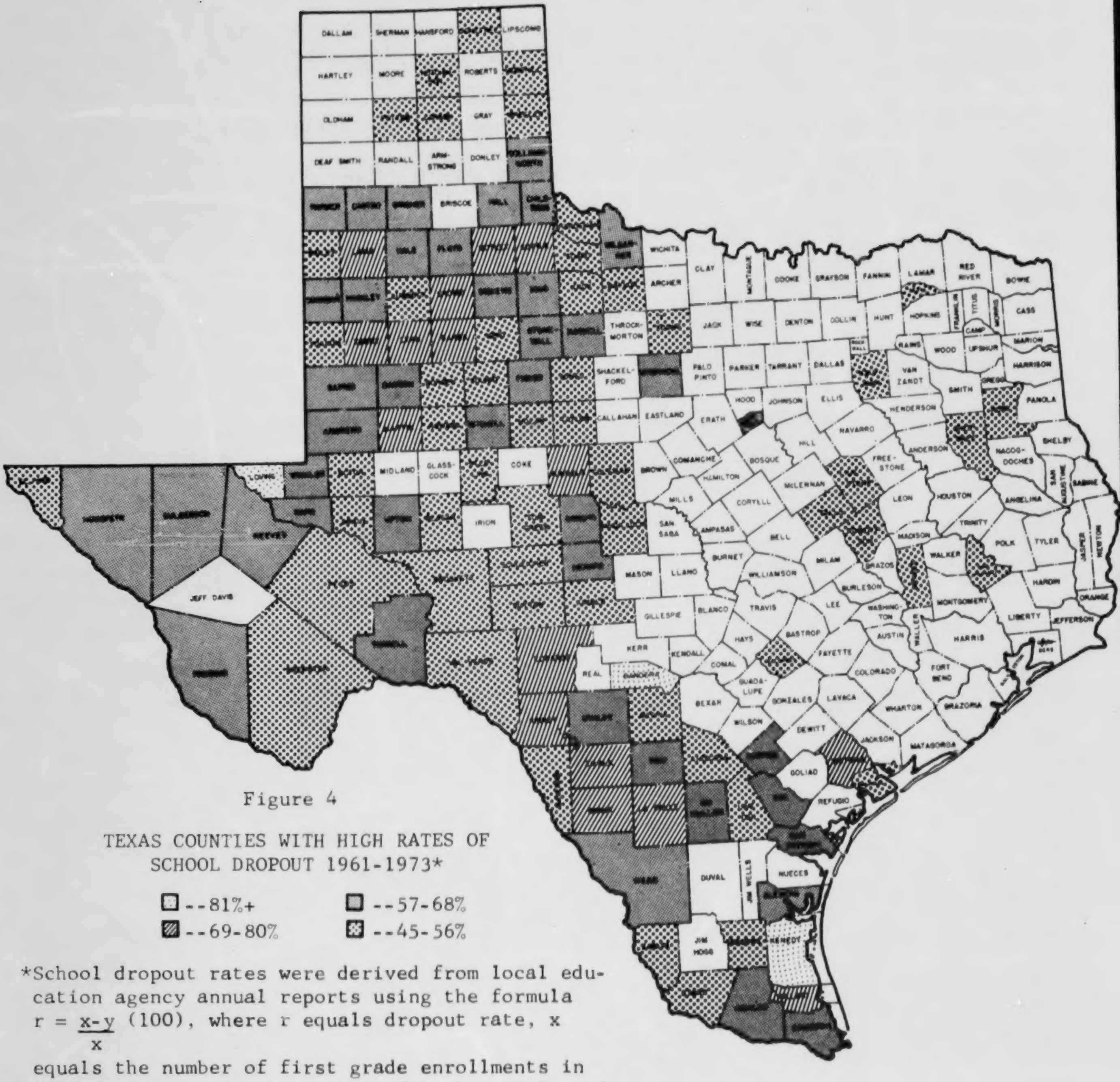
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JIM HOGG
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Figure 4

TEXAS COUNTIES WITH HIGH RATES OF SCHOOL DROPOUT 1961-1973*

☐--81%+ ▩--57-68%
▨--69-80% ░--45-56%

*School dropout rates were derived from local education agency annual reports using the formula $r = \frac{x-y}{x}(100)$, where r equals dropout rate, x equals the number of first grade enrollments in 1961, and y equals the number of high school graduates in 1973. The derived rate for the entire State (254 counties) was 39.1%. For the purpose of this illustration, derived rates of 45% or more were considered indicative of "high rates of school dropout."

Source: Texas Education Agency

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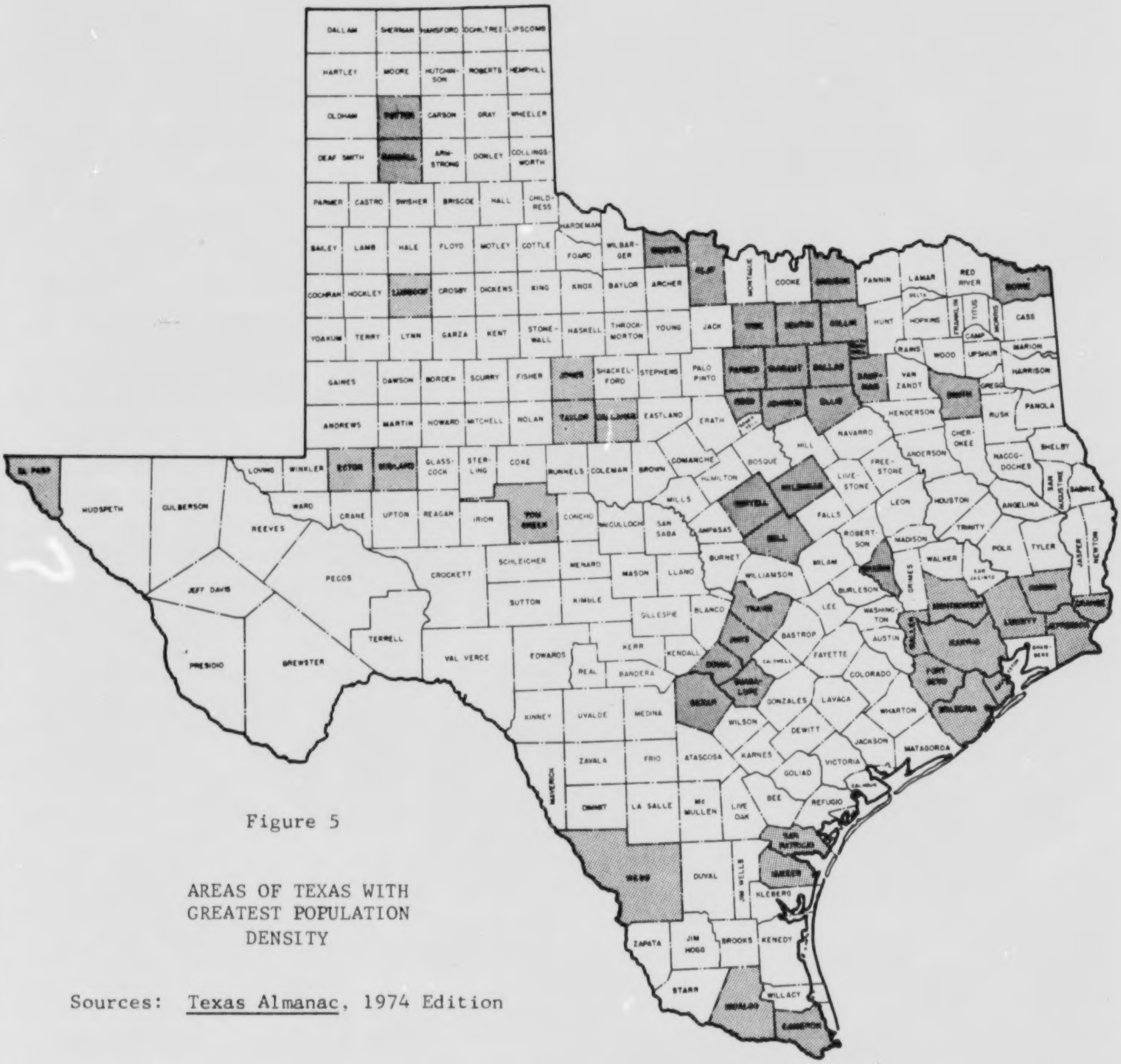
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Figure 5

AREAS OF TEXAS WITH
GREATEST POPULATION
DENSITY

Sources: Texas Almanac, 1974 Edition

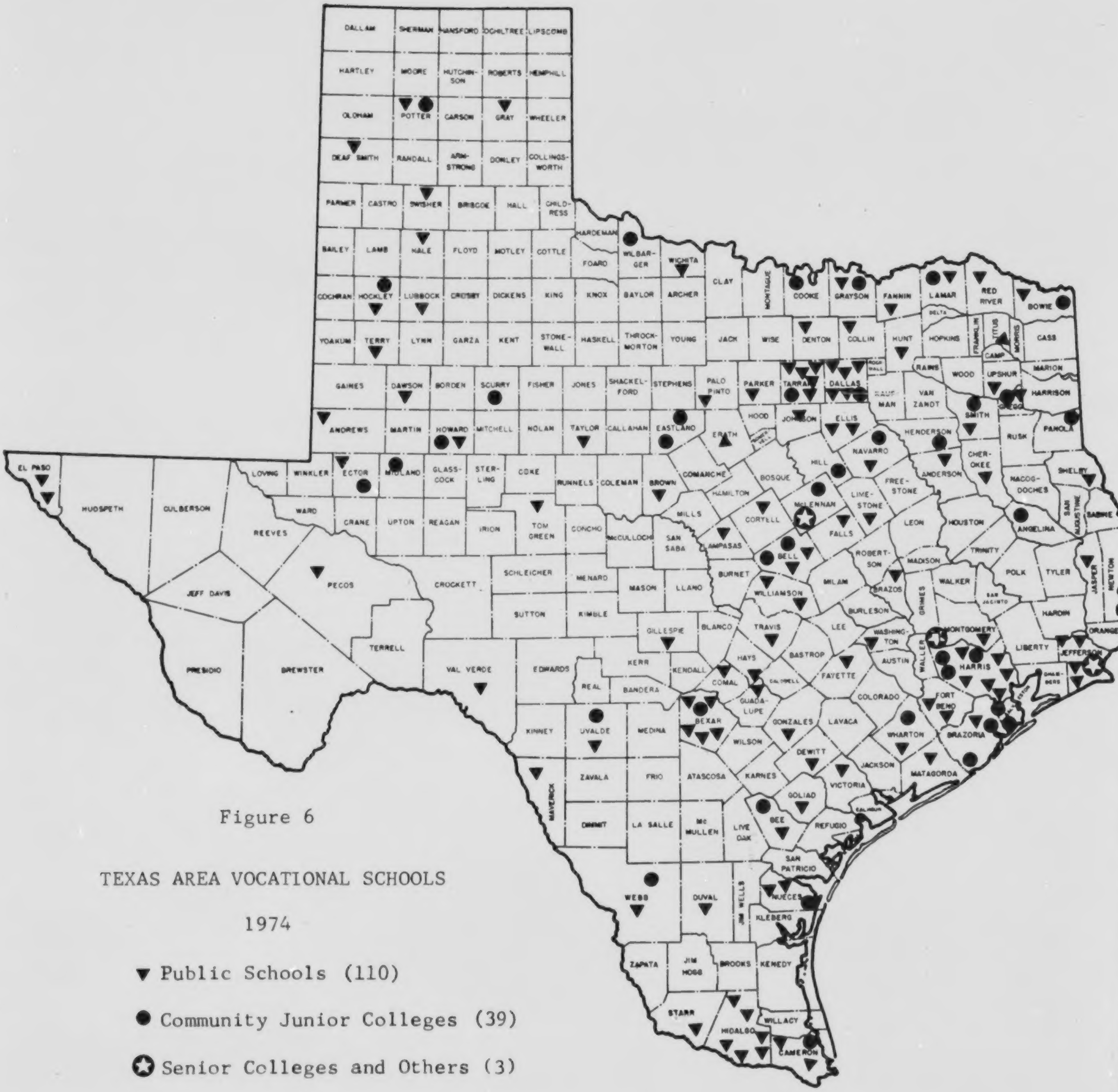
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Figure 6

TEXAS AREA VOCATIONAL SCHOOLS

1974

▼ Public Schools (110)

● Community Junior Colleges (39)

✪ Senior Colleges and Others (3)

Source: Texas Education Agency

Table 2

STATISTICS ON POPULATION TO BE SERVED

	1974	Projected 1975	Projected 1979
Total Population	12,009,320*	12,212,796	13,026,700
Male	5,877,361	5,976,942	6,375,267
Female	6,131,959	6,235,854	6,651,433
Negro	1,497,562	1,522,936	1,624,429
Spanish Surname	2,209,714	2,247,154	2,396,913
Indian	18,013	18,319	19,540
Oriental	21,616	21,983	23,448
Other	8,262,415	8,402,404	8,962,370
Total Population Age 15-24	2,191,701	2,228,836	2,377,373
15-24 Male	1,098,042	1,116,647	1,191,064
15-24 Female	1,093,659	1,112,189	1,186,309
15-24 Negro	273,305	277,936	296,458
15-24 Spanish Surname	403,273	410,106	437,437
15-24 Indian	3,288	3,343	3,566
15-24 Oriental	3,945	4,012	4,279
15-24 Other	1,507,890	1,533,439	1,635,633
Grades 7-12 Total	1,305,245	1,318,094	1,261,319
Grades 7-12 Male	648,837	655,225	627,002
Grades 7-12 Female	656,408	662,869	634,317
Grades 7-12 Negro	183,257	185,060	177,089
Grades 7-12 Spanish Surname	241,209	243,584	233,092
Grades 7-12 Indian	1,566	1,582	1,514
Grades 7-12 Oriental	2,088	2,109	2,018
Grades 7-12 Other	877,125	885,759	847,606
Public Community Junior College Total	190,180	212,355	301,055
Public Community Junior College Male	93,911	104,861	148,661
Public Community Junior College Female	96,269	107,494	152,394
Public Community Junior College Negro	22,441	25,058	35,524
Public Community Junior College Spanish Surname	34,689	38,734	54,912
Public Community Junior College Indian	413	461	655
Public Community Junior College Oriental	424	473	671
Public Community Junior College Other	132,213	147,629	209,293

*The total population includes approximately 30,000 employed persons who serve their communities as volunteer firefighters without pay.

4.0 Annual and Long-Range Planning and Budgeting.

4.1 The comprehensive long-range goal for vocational education in Texas is to plan, develop, and provide high quality occupational education which is readily accessible to all persons in all communities, which is suited to the needs, interests, and abilities of all persons who participate, and which is realistic in terms of actual and anticipated opportunities for gainful employment.

As shown in the tabulations and illustrations in Sections 1, 2, and 3 of Part II of this Plan, there is a continuing requirement for priority attention to the vocational needs of special target populations and target areas of the State.

During the period 1974-79, the total population of Texas is expected to increase by more than 1,000,000 persons. This projected increase provides the basis for projected proportional increases in the special populations to be served by public occupational education during the five-year period.

Analysis of current estimates of future manpower needs provides the basis for the planned expansion of most occupational education programs, services, and activities to ensure progress toward accomplishment of the comprehensive long-range goal.

Subordinate goals, based directly on the provisions of Public Law 90-576, have been established as a prerequisite to accomplishment of the comprehensive long-range goal. These goals, together with specific objectives, planned activities, expected outcomes, probable benefits, and estimated expenditures, are set forth on the following pages.

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
		Enrollments							
To maintain, extend, and improve occupational education for secondary students 1/	To provide training for secondary students to acquire knowledge and skills necessary to successfully enter agri-business occupations (other than production agriculture) requiring knowledge and skills in the agriculture sciences including mechanics	6,825	7,515	10,275	Staff will continue to provide leadership and technical assistance to secondary schools in redirecting production units to include cooperative agriculture programs or pre-employment laboratory programs Instructional Service Center will continue to develop new materials to be used with new programs in agriculture Continue to conduct workshops for cooperative part-time and pre-employment laboratory teachers to provide an adequate supply of trained teachers Staff will work with teacher trainer institutions to develop curriculum for undergraduate students in the new programs in agriculture education Staff will continue to work with the agriculture industry of the State to determine training needs in respect to updating existing programs and implementing new programs	$65,000,000 2/	$3,450,804	$61,549,196	Secondary students will be better prepared for employment
	To provide training for secondary students to acquire knowledge and skills necessary to enter the occupation of farming or ranching	49,347	49,500	49,000	Staff will give leadership to the implementation of a basic core curriculum in all departments offering production agriculture Staff will conduct program evaluation to assist schools in providing a quality program				

1/ Public Law 90-576
Part B, Section 122(a)(1)

2/ Table 6
Part B
1. Secondary

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To provide training for secondary students to acquire knowledge and skills necessary to enter the occupation of farming and ranching (continued)				Staff will continue to work with local schools to improve facilities and equipment needed for program Staff will continue to encourage teachers to take advantage of non-credit short courses designed to update teachers Staff will continue to work with Instructional Service Center to design and develop new and innovative teaching material on subjects dealing with current production agriculture The staff will work with teacher trainer institutions in planning and developing preservice and inservice instructional programs based upon a wide range of technical and professional competencies needed by instructors for agribusiness and natural resources occupations The staff will work to provide funded workshops for the benefit of teachers assigned to teach in the new pre-employment laboratory programs				
	Provide a leadership organization to serve the broad spectrum of students enrolled in the various fields of agribusiness and natural resources education in grades 9-12 in both rural and urban Texas	53,000	Members 53,000	54,000	Staff will make a thorough study of the changes in the National FFA Constitution, By-laws, Aims, and Purposes, Creed and Ceremonies and submit appropriate changes for consideration of delegates at next State convention				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	Provide a leadership organization to serve the broad spectrum of students enrolled in the various fields of agribusiness and natural resources education in grades 9-12 in both rural and urban Texas (continued)				Staff will establish a system at all levels, from the State down to local chapter to further improve the image of the FFA and to create a public relations plan to promote or explain the broadened concept of FFA Staff will continue to conduct a vigorous youth organization dedicated to developing agriculture leadership both rural and urban Staff will encourage teacher trainer institutions to maintain active collegiate FFA organizations				
	To maintain, extend, and improve the current level and variety of programs, services, and activities provided by the total secondary distributive education program		Enrollments		Discuss local program services with the local administrators and trade representatives Conduct State level preservice training class for new teachers Conduct inservice training classes on State and area level Confer with trade group representatives Participate in local evaluation and accreditation activities Evaluate individual teacher qualifications Evaluate individual student training plans				
		19,900	20,800	22,400					

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To maintain, extend, and improve the current level and variety of programs, services, and activities provided by the total secondary distributive education program (continued)				Work with individual administrator, administrator groups, employer groups, counselor groups, and local vocational directors, in relating realistically the actual employment opportunities available in distribution and marketing and encouraging building of program offerings which are comparable proportionately Make effort to assist in preparation and distribution of realistic employment data publications which will encourage adjustments described above Encourage publicizing by local programs of notable student graduate career success stories Publicize teacher-education degree programs and emphasize teaching career advantages Work with State Advisory Council on all pertinent activities Take advantage of all opportunities to encourage "career education" in total public school program Inservice discussion of instructional programs, Co-op and Pre-employment Laboratory				

Table 3

Annual and Long-Range Planning and Budgeting

POPULATION SERVED: Regular

LEVEL: Secondary

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To maintain, extend, and improve the current level and variety of programs, services, and activities provided by the total secondary distributive education program (continued)				National conference participation where possible improvements in classroom instruction and coordination practices are discussed Staff consultation with employer representatives on performance of graduates Inservice discussions of teaching techniques involving maximum use of professional classroom equipment Area consultants classroom visitation Inservice and teacher committee discussions of needed additions, and improvements, in Texas curriculum materials. This followed by selection of teachers for summer rewriting assignments Teacher committee and staff discussions on needed changes and additions to student activities in Texas Association of DECA				
			Enrollments						
	To maintain, extend, and improve occupational education for secondary students who plan to enter health occupations	4,274	4,792	7,250	Provide continuing general supervision and administration of health occupations programs Provide technical assistance to schools initiating new programs Provide inservice activities to improve capabilities of teacher-coordinators				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To maintain, extend, and improve occupational education for secondary students who plan to enter health occupations (continued)				Conduct program evaluations to determine program effectiveness and provide basis for program improvement Provide opportunities for youth leadership development by sponsoring the Texas Association of Health Occupations Students (TAHOS) Maintain follow-up data to determine job placement of students on completion of program				
	To maintain, extend, and improve gainful employment programs through Home Economics Cooperative Education and Home Economics Pre-employment Laboratory	6,847	7,597	8,497	Assist schools in self-evaluations, annual and long-range planning, program development, and redirection Interpret program standards, program curriculum guides, and evaluation to school districts as a basis for program planning and development Provide leadership in the development of curriculum and instructional materials for consumer and homemaking education and home economics gainful employment programs Assist schools in planning facilities and equipment Provide leadership opportunities for youth and adults through Future Homemakers of America and Young Homemakers of Texas				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To maintain, extend, and improve programs in the office occupations for secondary students enrolled in cooperative programs, pre-employment laboratory programs, and two-year combination programs	Enrollments							
		16,106	17,358	21,921	Provide technical assistance to schools in developing and maintaining high quality programs Review teacher qualifications and approve new teachers for the program Organize, develop, and conduct inservice education workshops to familiarize new teachers with the program and to improve the capabilities of existing teachers Conduct continuing program of school visitations for supervisory purposes and as a portion of on-site evaluations of existing programs to determine program effectiveness and to provide a basis for program improvement Conduct area and State youth leadership conferences of the Office Education Association of Texas and to continue to broaden the total program of this youth group association Recruit new teacher-coordinators through participation in graduate seminars in business education at teacher-training institutions and through appearances before professional meetings of business education teachers				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
			Enrollments						
To maintain, extend, and improve occupational education for secondary students (continued)	To maintain, extend, and improve the 33 trade areas taught in regular vocational industrial education pre-employment laboratory programs for secondary students	30,826	33,940	47,523	Provide technical assistance to schools in maintaining high quality programs and establishing additional programs				
	To maintain, extend, and improve the industrial cooperative training program for 11th and 12th grade students who have reached the age of 16	9,314	10,312	14,551	Approve and provide training for new instructors and teacher-coordinators				
					Provide inservice education workshops to improve the capabilities of vocational industrial education instructors and coordinators				
	To maintain, extend, and improve the industrial electronics pre-employment laboratory program for secondary students	459	504	550	Conduct on-site program evaluations to determine program effectiveness and to provide a basis for program improvement				
					Sponsor the VICA, Texas Association and conduct district and State meetings, for the purpose of providing youth leadership development activities				
					Provide general supervision and administration of vocational industrial education programs				
	To provide instruction in shops and laboratories to make career awareness and exploration experiences available to middle/junior high school industrial arts students so they can make meaningful occupational choices	17,270	26,000	130,000	Provide technical assistance to schools to establish a conceptual framework for middle/junior high school industrial arts programs				Industrial arts students will benefit by securing information, exploratory experiences and leadership development sufficient to make meaningful occupational choices
					Provide technical assistance to schools in redirecting the industrial arts middle/junior high school programs to provide a well-rounded exploratory curriculum for students				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for secondary students (continued)	To provide for the improvement and further development of youth leadership activities for industrial arts students enrolled in junior and senior high school programs To provide for the development of program standards, operating procedures, and curriculum needed to expand the pilot industrial arts unit to all middle/junior high schools on a non-pilot basis				Assist schools in planning the improvement of facilities, including equipment and space needed to provide adequately for students engaged in a broad exploratory program Provide leadership activities relating to industrial arts youth clubs for participating students and local sponsors Coordinate and plan activities with teacher educators to provide workshops for teachers engaged in pilot projects to prepare teachers to conduct the programs on a more effective basis Make evaluations of industrial arts programs to identify improvements needed and assist schools in planning to remove identified deficiencies				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Post-Secondary

POPULATION SERVED: Regular

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for post-secondary students 1/	To maintain, extend, and improve vocational-technical education in seven broad program areas for persons who have completed or left high school and who are available for study in preparation for entering the labor market To provide vocational guidance and counseling services of such quality to allow students to select and prepare for occupations of their choice with a high degree of competency To provide ancillary services and activities of a nature to assure quality vocational education programs	Enrollments 74,010	85,288	115,188	Provide technical assistance to post-secondary institutions in the development and upgrading of vocational programs Conduct consultative visits to post-secondary institutions to evaluate vocational facilities, equipment, and instructional programs Schedule inservice education programs to assure quality performance by vocational instructional personnel Provide State leadership for authorized vocational youth organizations Promote vocational education through day-to-day associations with educators, leaders of government, business, and industry Develop a guide for use by local school officials which incorporates applicable Federal and State laws and operating procedures Coordinate activities necessary to insure quality vocational education programs with local school officials, the Coordinating Board, Texas College and University System, agencies of State Government, and other departments of the Texas Education Agency	$42,000,000 2/	$3,732,245	$38,267,755	Post-secondary students will be better prepared for employment

1/ Public Law 90-576 Part B, Section 122(a)(2)

2/ Table 6 Part B 2. Post-Secondary

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment 1/	Provide training and retraining of young and adult people interested in farming and those preparing to enter agribusiness occupations related to farming and ranching	Enrollments 86,511	85,353	75,629	Staff will continue to develop programs flexible enough to meet the diverse needs of the clientele Staff will continue to give leadership to the State Young Farmer Association Staff will continue to provide technical assistance through the adult specialist program to special training needs throughout the State	$4,700,000 2/	$2,200,000	$2,500,000	People who have entered the labor market will receive training and retraining to achieve stability
	To maintain, extend, and improve programs, services, and activities provided for adults desiring or needing training in distributive education	38,697	42,556	59,578	Staff consultation with individual and group employers Include in inservice conferences for local adult supervisors, studies which will measure distribution employment training needs Provide inservice training of local supervisors on improving techniques of local instructor selection and training Provide inservice training of local teacher-coordinators on best techniques for course promotion and instruction Discuss curriculum material needs during inservice conference with local supervisors and, also, with employer representatives				

1/ Public Law 90-576
Part B, Section 122(a)(3)

2/ Table 6
Part B
Adult

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (continued)	To maintain, extend, and improve programs, services, and activities provided for adults desiring or needing training in distributive education (continued)				Continue sponsorship of annual two-day inservice training conference for local adult distributive education supervisors Continue encouraging of trade associations in accepting responsibility for scheduling adult distributive education itinerant instructors Continue miscellaneous activities designed to help maintain adult distributive education enrollment Review with local school administrators the advantages and opportunities for providing more local training services in adult distributive education Design inservice training of local supervisors to emphasize need and justification for providing more adult distributive education training services and importance of presenting courses which are pertinent to greatest local needs More direct involvement by staff with employer groups in explaining adult distributive education training services More inservice training of local teacher-coordinators on importance of their organizing and teaching local adult courses				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
		Enrollments							
To maintain, extend, and improve occupational education for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (continued)	To maintain, extend, and improve occupational education programs, services, and activities for adults desiring or needing training or retraining in the health occupations	18,321	20,158	28,058	Provide technical assistance to school districts initiating new programs Qualify instructors and provide inservice education activities to improve their capabilities Evaluate programs on-site to determine program effectiveness and provide basis for improvement Provide general supervision and administration of health occupations adult programs Maintain follow-up statistics to determine job placement of program graduates				
	To maintain, extend, and improve home economics occupational preparation programs for adults	2,108	2,787	5,513	Provide general supervision and administration of adult occupational preparation programs Provide inservice training of local supervisors to improve techniques for selecting and training instructors of adults				
	To maintain, extend, and improve adult preparatory and adult supplementary programs in vocational office occupations for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment	13,985	14,484	20,185	Provide technical assistance to schools in developing and maintaining high quality programs Review teacher qualifications and approve new teachers for the program Provide general supervision and administration of the programs				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (continued)	To maintain, extend, and improve adult preparatory and adult supplementary programs in vocational office occupations for people who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (continued)				Conduct promotional activities in the development of new programs Provide leadership in the development of curricula and curriculum materials				
			Enrollments						
	To make available technical and related vocational education courses to meet the needs of people in the community who need or desire to prepare for entry level employment or to train and/or retrain for greater efficiency and new skills brought about by progress or changing times in business and industry	8,880	9,768	13,675	Provide general supervision and administration of adult vocational courses Conduct on-site evaluation to determine program effectiveness and provide a basis for program improvements				
	To maintain, extend, and improve adult vocational industrial education preparatory programs, supplementary programs, and apprenticeship programs operated by Texas public schools	32,176	43,344	59,976	Provide technical assistance to schools in maintaining high quality programs and establishing additional programs Approve and provide training for new adult vocational industrial education instructors Provide general supervision and administration of adult vocational industrial education programs Promote adult programs by working with labor and management groups				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational training for people who serve as volunteer firemen	To maintain and improve existing programs for volunteer firemen To establish training programs for volunteer firemen accessible to people in all parts of the state who need this training	Enrollments (8,094)	(8,827)	(11,987)	Conduct promotional activities and encourage schools to develop programs Provide technical assistance to schools in developing high quality programs Review teacher qualifications and approve new teachers for the program. Provide leadership in development of curriculum and curriculum materials				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
		Enrollments							
To maintain, extend, and improve occupational education for persons (other than handicapped persons) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular program of occupational education 1/	To provide students with vocational education preparing them for gainful employment in jobs related to farming and ranching requiring semi-skilled knowledge or training through preparation in this program to enter regular secondary occupational programs	1,596	1,653	1,854	The staff will work with teacher trainer institutions in developing workshops for teachers assigned to program The staff will work through Instructional Service Center to develop materials for program The staff will develop, through the use of teachers in the programs, a course outline and curriculum for both	(4A) 2/ $11,900,000 (102B) 3/ $1,254,400	$3,900,000 $1,234,400	$8,000,000 $20,000	Students may be employed as a result of training or may enter regular program
	To maintain, extend, and improve distributive education programs for persons who have academic, socioeconomic, or other handicaps which prevent them from succeeding in regular secondary occupational programs	3,002	3,232	4,244	Provide assistance to schools in maintaining quality programs and establishing additional programs Provide inservice education to improve the competencies of teachers				Students will be able to progress in both academic and occupational programs to the extent they may enter and succeed in regular secondary programs
	To maintain, extend, and improve occupational education for persons who have academic, socioeconomic, or other handicaps which prevent them from succeeding in regular health occupations programs	674	741	990	Provide technical assistance to schools in maintaining high quality programs and establishing additional programs Approve and provide training for new instructors and teacher-coordinators Provide inservice education workshops to improve the capabilities of vocational health occupations instructors and coordinators				The development of proper attitudes and abilities to enable students to work effectively with and for the public

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1/ Public Law 90-576
Part A, Section 102(b)
Part B, Section 122(a)(4)(A)

2/ Table 6
Part B
4A, Disadvantaged

3/ Table 6
Section 102(b) State Programs
Disadvantaged

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for persons (other than handicapped persons) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular program of occupational education (continued)	To maintain, extend, and improve the home economics coordinated vocational-academic education programs for students in grades 7-12	Enrollments							
		4,449	4,655	4,990	Provide assistance to schools in maintaining quality programs and establishing additional programs Approve and provide training for new teachers Provide inservice education to improve the competencies of teachers Assist schools in self-evaluations, annual and long-range planning, and program development Assist schools in planning facilities and securing equipment Provide leadership opportunities through home economics related occupations section of the Future Homemakers of America				Students will be able to progress in both academic and occupational programs to the extent they may enter regular programs Students will have the knowledge, skills, and personal characteristics for entry level employment Students will be more responsible citizens through participation in leadership development
	To maintain, extend, and improve occupational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational office education programs	3,020	3,613	5,956	Provide technical assistance to schools in developing and maintaining high quality programs for this group of students Organize, develop, and conduct inservice education workshops to familiarize new teachers with the programs and to improve the capabilities of present teachers Review teacher qualifications and approve new teachers for the program				Students will acquire those competencies necessary to obtain, to hold, and to advance in vocational office occupations Students will be placed in jobs at the end of training through the program's placement activities

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for persons (other than handicapped persons) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular program of occupational education (continued)	To maintain, extend, and improve occupational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational office education programs (continued)				Conduct continuing program of school visitations for supervisory purposes and as a portion of on-site evaluations of existing programs to determine program effectiveness and to provide a basis for program changes and improvements				Will benefit through the human relations principles acquired in order to enhance the student's abilities to get along with other workers in the firm
			Enrollments						
	To maintain, extend, and improve the 17 trade area clusters being taught in the coordinated vocational-academic education pre-employment laboratory programs for students in grades 7-12	7,749	8,526	11,986	Provide technical assistance to schools in maintaining high quality programs and establishing additional programs Approve and provide training for new instructors and teacher-coordinators				The development of adequate job skills and technical information to allow the students to become productively employed in industrial occupations
	To maintain, extend, and improve the coordinated vocational-academic education cooperative training program for secondary school students who have reached the age of 16	4,605	5,065	7,091	Provide inservice education workshops to improve the capabilities of vocational industrial education instructors and coordinators				The development of proper attitudes and abilities to enable students to work effectively with and for the public
					Conduct on-site program evaluation to determine program effectiveness and to provide a basis for program improvement Sponsor the Vocational Opportunities Clubs of Texas and provide leadership from the district and State level to assist local VOCT organizations in offering an effective youth leadership development program Provide general supervision and administration of vocational industrial education programs				The development of leadership abilities through activities in the VOCT organization

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
		Enrollments							
To maintain, extend, and improve occupational education for persons (other than handicapped persons) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular program of occupational education (continued)	To plan a statewide program to increase the number of disadvantaged individuals in post-secondary vocational education	4,458	5,224	6,893	Provide technical assistance to post-secondary institutions in planning, developing, and evaluating specialized programs in occupational education				Disadvantaged students will complete skill training and be able to enter the labor market with a marketable skill
	To plan a statewide program to increase the number of disadvantaged individuals in adult vocational education	13,110	11,424	14,227	Coordinate programs, services, and activities from various funding sources to assure maximum benefits to the disadvantaged population Develop and disseminate an operational guide designed to facilitate the administration of special programs				

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve occupational education for handicapped persons who because of their handicapping condition cannot succeed in the regular occupational education program 1/			Enrollments		Provide technical assistance Provide inservice and preservice training of teachers Make follow-up studies of completions to establish placement results Evaluate projects to establish their effectiveness and to determine the basis for program involvement Provide general supervision and leadership	$3,600,000 2/	$2,600,000	$1,000,000	Students who cannot succeed in a regular program of vocational education because of a handicapping condition will be given the opportunity to learn a marketable skill
	Persons identified as handicapped will be oriented to the world of work	1,007	1,038	1,161					
	Handicapped persons will receive job training	4,299	4,366	4,720					

1/ Public Law 90-576
Part B, Section 122(a)(4)(B)

2/ Table 6
Part B
(4)(B) Handicapped

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To assure that persons of all ages in all communities have ready access to occupational education 1/	To make available through the area vocational-technical school a comprehensive program of vocational education to meet the needs of persons preparing to enter gainful employment, persons who have already entered the labor market but need training and retraining to achieve greater efficiency and advancement and to acquire new knowledge and skills as required by the technological changes and job requirements, and persons who have academic, socio-economic or other handicaps preventing them from succeeding in regular programs of vocational education	7	Buildings 8	15	Continue to offer consultative services to school personnel and architects both at the secondary and post-secondary levels to assure that facilities are flexible in design, functional in purpose and priorities have been met in accordance with State and Federal regulations	$2,407,000 2/	$1,307,216	$1,099,784	The principal benefit of the construction of area vocational schools is to make occupational education available to persons throughout the State who would not otherwise have the opportunity to enroll in training programs designed to prepare them for gainful employment

1/ Public Law 90-576
Part B, Section 122(a)(5)

2/ Table 6
Part B
Construction

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To aid individuals through guidance and counseling in the selection of and preparation for employment 1/	Maintain, extend, and improve services to the youth and adults of Texas in order that they may more intelligently select, prepare for, and enter an occupation of their choice	Number of Individuals to be Served 1,430,479	1,506,548	2,113,851	Inservice education Vocational guidance and counseling program evaluation Approve individuals to do vocational counseling in the public schools Make supervisory visits Program promotion activities Provide technical assistance Assist with career development activities Assist with workshops for career education people Work with school officials and Texas Education Agency staff Assist with vocational counselor and vocational supervisor certification Develop a guide to be used by local schools in developing local career development, guidance, counseling, and placement programs Develop set of program standards for vocational guidance activities Work with teacher-training institutions in improving counselor education programs based on performance criteria	$5,200,000 2/	$1,086,674	$4,113,326	Students will learn more about themselves through vocational guidance and testing services Better career choices will be made by students and parents Loss of "wasted effort" and time will be reduced considerably for the student Students can start preparing themselves sooner for vocational training More individuals in the State will know about the many various occupational opportunities Students will understand more about training requirements, physical requirements, working conditions, and possibilities for advancement in the career of their choice Students will be assisted with job placement

1/ Public Law 90-576 Part B, Section 122(a)(6)

2/ Table 6 Part B(6) Guidance and Counseling

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To assure that persons of all ages in all communities have ready access to occupational education	To assure access to occupational education through contracted instruction	Enrollments through contracted instruction are included elsewhere in totals by appropriate program and level			Provide occupational education through arrangements with occupational training institutions where such institutions can made a significant contribution to attaining the objective of the State Plan, and can provide substantially equivalent training at lesser cost or can provide equipment or services not available in public institutions	-0-	-0-	-0-	Persons of all ages in all communities will have ready access to occupational training

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To assure quality in occupational education through ancillary services and activities 1/	To assure quality in all occupational education programs through administration and supervision, evaluation, teacher training, research and demonstration projects, and curriculum development	Quality improvement outcomes will be determined by evaluations of programs, services, and activities			Administer and supervise State programs. Facilitate local program administration and supervision Evaluate State programs. Facilitate local program evaluation Provide State leadership in professional development activities Stimulate and support research and development in occupational education Develop and disseminate occupational education curriculum materials	$19,200,000 2/	$7,195,771	$12,004,229	Students will be assured of the opportunity for quality in all occupational education programs

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1/ Public Law 90-576
Part B, Section 122(a)(8)

2/ Table 6
Part B, Ancillary Services

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
			Projects						
To stimulate and support research and development in occupational education 1/	To stimulate and support multi-level, multi-group research and development projects focused on State, regional, and local manpower and occupational education requirements	8	3	3	Analysis of current and projected requirements for research and development in occupational education to determine and establish realistic priorities for action	$620,757 2/	$555,757	$65,000	The improvement of occupational education through research and development will provide both immediate and long-range benefits to students in all population groups at all levels served by the public occupational education system
	To stimulate and support multi-level, multi-group research and development projects focused on occupational program development, implementation, and experimentation	5	7	9	Stimulation of research and development in occupational education through the distribution of guidelines and other informational materials pertaining to the need for research and procedures for proposal and project development and initiation				
	To stimulate and support multi-level, multi-group research and development projects focused on curriculum analysis and design in occupational education	9	10	15	Facilitation of research and development in occupational education by providing advisory services and technical assistance to agencies and institutions				
	To stimulate and support multi-level, multi-group research and development projects focused on the placement and follow-up of former vocational education students	3	3	3	Facilitation of research and development in occupational education by providing financial support with funds available under Public Law 90-576				
	To stimulate and support multi-level, multi-group research and development projects focused on the evaluation of programs, methods and procedures in occupational education	7	9	12	Evaluation and dissemination of the results of research and development				

1/ Public Law 90-576 Part C

2/ Table 6 Part C, Research and Training

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Elementary and Secondary

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To stimulate new ways to create a bridge between school and earning a living and to promote cooperation between public education and manpower agencies 1/			Enrollments		Provide technical assistance to schools	$303,089 2/	$253,089	$50,000	Students will be better prepared to enter the world of work
	Awareness K-6 To develop an awareness of the world of work among elementary school students	198,819	53,114	-0-	Provide general administration and supervision of projects				
	Investigation 7-8 To assist students in gaining information about occupational clusters to make intelligent decisions concerning career plans	12,962	15,000	32,304	Provide preservice and in-service workshops to improve teacher competency				
	Exploration 9 To assist students in discovering their abilities through exploring occupational interest in depth, thus narrowing their occupational goals and formulating more specific educational plans	992	1,200	2,471	Evaluate programs to establish their effectiveness and to determine the basis for program improvement				

1/ Public Law 90-576
Part D

2/ Table 6
Part D
Exemplary Programs

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve consumer and homemaking education and related occupational preparation 1/	To maintain, extend, and improve consumer and homemaking education programs which: are based on social and cultural conditions; prepare for the dual role of homemaker-wage earner; include consumer and nutrition education; and contribute to employability in:				Assist schools in self-evaluations, annual and long-range planning, program development, and redirection	$29,913,595 2/	$1,913,595	$28,000,000	Students will develop competencies for improving home environments and the quality of family life
					Interpret program standards, program curriculum guides, and evaluation to school districts as a basis for program planning and development				Students will gain knowledge and skills for successful employment in home economics related occupations
	regular programs for:		Enrollments		Provide leadership in the development of curriculum and instructional materials for consumer and homemaking education and home economics gainful employment programs				
	in-school youth	142,863	147,181	158,768					
	out-of-school youth and adults	46,410	47,120	49,960					Students will develop competencies for leadership, scholarship, and responsible citizenship
	programs in depressed areas for:				Assist schools in planning facilities and equipment				
	in-school youth	33,722	35,722	41,722	Provide leadership opportunities for youth and adults through Future Homemakers of America and Young Homemakers of Texas				
	out-of-school youth and adults	54,608	55,208	56,000					Students will profit from realistic and effective programs which are conducted by competent teachers who can adapt instruction to meet individual needs, concerns, interests, and abilities
					Work with colleges and universities on planning and conducting preservice teacher preparation programs which will develop competencies needed to develop realistic and effective consumer and homemaking education programs and gainful employment programs				
					Provide inservice education opportunities for teachers to strengthen competencies in conducting consumer and homemaking education and gainful employment programs				

1/ Public Law 90-576 Part F

2/ Table 6 Part F Consumer and Homemaking

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To expand cooperative occupational education programs 1/	To establish, expand, and improve cooperative education programs in areas of the state which have high rates of school dropouts and youth unemployment or areas where training opportunities may not otherwise be available for persons 16-21 years of age, who have not completed high school, who are available for either part-time or full-time employment, and can attend classes 10 hours per week, either during regular school hours or evening hours	Enrollments 1,786	1,843	2,070	Provide technical assistance to schools in establishing additional programs Qualify teacher coordinators and provide inservice workshops to improve their capabilities Make follow-up studies of completions to establish placement results Evaluate programs to establish their effectiveness and to determine the basis for program improvement Provide general supervision and administration of the program Sponsor and assist in providing leadership activities through youth organizations for students enrolled in cooperative programs	$701,566 2/	$701,566	-0-	Students will develop job skills and obtain information in preparing for employment Students will develop the ability to work effectively with and for people Unemployed out-of-school youth will have the opportunity to secure additional high school education and training Out-of-school youth will become more mature while attending school on a part-time basis and preparing for productive citizenship

1/ Public Law 90-576 Part G

2/ Table 6 Part G, Cooperative Education

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To provide employment for students who need the earnings to continue their occupational education 1/	To provide funds to local education agencies for part-time or full-time employment by public agencies or institutions of school dropouts or unemployed youth who need the earnings from employment to continue their vocational training	Enrollments 1,082	529	590	To continue to allocate funds to secondary and post-secondary institutions having a substantial number of school dropouts and unemployed youth who need financial assistance to enter or continue in a full-time school program of vocational education preparing for gainful employment To continue to provide technical assistance to schools to insure that a meaningful work experience is combined with formal education bringing about a better understanding of the value of education as it reflects on the student, his peers, his country, and through motivation, an opportunity to achieve	$558,803 2/	$446,243	$112,560	Students who need the earnings from employment will be able to continue their occupational education

1/ Public Law 90-576 Part H

2/ Table 6 Part H, Work Study

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve the development and dissemination of occupational education curriculum materials 1/	Promote the development and efficient use of curriculum materials for existing, new, and changing occupational fields Develop priorities and standards for curriculum development, evaluation, and dissemination	13	Projects 23	27	Inform curriculum development centers of educational trends, funding sources, program deficiencies, and the training needs of industry Conduct inservice and preservice training of instructors to familiarize them with new curriculum materials Establish a system of priorities of curriculum projects based upon instructional need Increase the dissemination of developed materials throughout this and other states Evaluate existing curriculum materials and make necessary program changes and modifications	($1,200,000) 2/ 3/	($490,000)	($710,000)	Establishes educational and training relevant to the world of work Provides curriculum materials for the full range of educational and training needs of all students

1/ Public Law 90-576 Part B, Section 122(a)(8)

2/ Table 6, Part B, Ancillary Services Curriculum Development

3/ These figures are included in figures shown for Ancillary Services

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Multi-level

POPULATION SERVED: Multi-group

GOALS	OBJECTIVES	OUTCOMES			ACTIVITIES (During FY 1975)	BUDGET FUNDS			BENEFITS
		1974	1975	1979		TOTAL	FEDERAL	STATE AND LOCAL	
To maintain, extend, and improve the development and dissemination of occupational education curriculum materials (continued)	To develop and establish a curriculum materials center in an existing teacher-training institution for the purpose of developing, printing, and distributing curriculum materials to teacher-coordinators	Teacher-Coordinators 1,743	1,999	2,768	Work with several different teacher-training institutions to determine best possible location, facilities, personnel for operation of the curriculum materials center				Students will benefit through improved instruction resulting from improved and updated materials
	To develop additional units of instruction for existing programs through cooperation with teacher-coordinators				Consult with teacher-coordinators, select cooperating groups for the development of materials, hold meetings to revise units of instruction, obtain printing of same and disseminate the materials				Students will benefit through having a greater variety of instructional materials available for their use from the materials center
	To develop an adequate curriculum development center for the coordinated vocational-academic education programs								Students will benefit through achieving greater occupational competency resulting from improved materials
	To provide teacher-coordinators with improved and updated curriculum materials								
	To maintain, extend, and improve the vocational industrial education curriculum development laboratories at Texas A&M University, the University of Texas at Austin, Texas Tech University, and East Texas State University	Curriculum Development Laboratories 4	4	6	Provide leadership in the development of curriculum materials Assist the curriculum material center staffs in determining priorities and securing competent consultants for material development activities Involving members of the curriculum center staffs in program activities to keep them abreast of program developments				Students will benefit from the availability of up-to-date and meaningful instructional materials

5.0 Projection of State's Enrollments.

5.1 Summarized in Table 4 are the State's projected enrollments in programs of vocational and technical education for the fiscal years 1974, 1975, and 1979.

6.0 Current and Projected Enrollments.

6.1 Summarized in Table 5A are the State's fiscal year 1974 enrollments for gainful employment by educational level and population served.

6.2 Summarized in Table 5B are the State's projected fiscal year 1975 enrollments for gainful employment by educational level and population served.

6.3 Summarized in Table 5C are the State's projected fiscal year 1979 enrollments for gainful employment by educational level and population served.

7.0 Estimates of Total Funds Needed for Vocational Education and Annual Allocation Plan.

7.1 Summarized in Table 6 are the funds expended during fiscal year 1974, the funds to be expended during fiscal year 1975, and the State's estimates of total funds needed for vocational education programs for fiscal year 1979.

8.0 Construction Projects on Which Construction Will Start in Coming Year.

8.1 Listed in Table 7 are eligible applicants for construction projects which will be started in fiscal year 1975 (subject to availability of funds) and the number of construction projects needed each year for the next five years to conduct the State projected programs of vocational and technical education.

Table 4

Projections of State's Enrollments

Occupational Programs Summarized by O.E. Codes (Gainful Only) 1/	1974	1975	1979
01. 2/	145,440	145,241	138,153
04.	68,618	74,844	99,854
07.	39,457	42,756	59,220
09.02	15,830	17,569	22,526
14.	59,695	62,211	81,311
16.	19,312	21,614	28,281
17.	117,116	140,220	193,245
99. Industrial Arts	17,270	26,000	130,000
99. Group Guidance/Prevocational	15,041	17,338	36,056
Total	497,779	547,793	788,646
Level of Instruction (Gainful Only) 1/			
Secondary	205,271	227,100	389,342
Post-Secondary	78,616	90,695	122,329
Adult	213,892	229,998	276,975
Total	497,779	547,793	788,646
Special Programs/ Purposes 3/			
Disadvantaged	130,993	135,066	155,953
Handicapped	5,306	5,404	5,881
Cooperative Education Part G Only	1,786	1,843	2,070
Work Study 4/	1,082	529	590
Exemplary	212,773	69,314	34,775
Volunteer Firemen	8,094	8,827	11,987
09.01 Consumer and Homemaking Part F	277,603	285,231	306,450

1/ Unduplicated count

2/ Includes enrollments in exploratory agricultural education at the 9th and 10th grade levels

3/ May be duplicated count

4/ 569 additional students were served this year with funds carried over from the previous fiscal year

Table 5A

FISCAL YEAR 1974 ENROLLMENTS

Occupational Programs Summarized by O.E. Codes (Gainful Only)		Secondary	Post-Secondary	Adult	Cooperative	
					Part B	Part G
01.	R	56,172	765	86,511	4,450	-0-
	D	1,596	50	100	230	55
	H	206	-0-	40	-0-	-0-
04.	R	19,900	5,882	38,697	19,840	-0-
	D	3,002	-0-	571	2,302	706
	H	566	-0-	-0-	-0-	-0-
07.	R	4,274	14,254	18,321	6,131	-0-
	D	674	448	1,476	674	22
	H	10	-0-	-0-	-0-	-0-
09.02	R	6,847	793	2,108	5,580	-0-
	D	4,449	-0-	176	139	192
	H	1,457	-0-	-0-	-0-	-0-
14.	R	16,106	19,071	13,985	8,805	-0-
	D	3,020	1,347	6,095	679	40
	H	71	-0-	-0-	-0-	-0-
16.	R	459	9,656	8,880	147	-0-
	D	-0-	127	190	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
17.	R	40,140	23,589	32,176	8,879	-0-
	D	12,354	2,486	4,422	581	771
	H	1,737	148	64	-0-	-0-
99. Industrial Arts	R	17,270	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
99. Group Guidance/ Prevocational	R	13,954	-0-	-0-	-0-	-0-
	D	-0-	-0-	80	-0-	-0-
	H	1,007	-0-	-0-	-0-	-0-
TOTAL	R	175,122	74,010	200,678	53,832	-0-
	D	25,095	4,458	13,110	4,605	1,786
	H	5,054	148	104	-0-	-0-
09.01 Consumer and Homemaking Part F	R	142,288	575	46,410	-0-	-0-
	D	33,722	-0-	54,608	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Work Study	R	-0-	-0-	-0-	-0-	-0-
	D	1,043	39	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Exemplary	R	212,773	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Volunteer Firemen	R	-0-	-0-	8,094	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-

R = Regular
D = Disadvantaged
H = Handicapped

Table 5B

FISCAL YEAR 1975 ENROLLMENTS

Occupational Programs Summarized by O.E. Codes (Gainful Only)		Secondary	Post-Secondary	Adult	Cooperative	
					Part B	Part G
01.	R	57,015	788	85,353	4,888	-0-
	D	1,653	52	110	253	57
	H	220	-0-	50	-0-	-0-
04.	R	20,800	7,058	42,556	20,933	-0-
	D	3,232	-0-	628	2,532	729
	H	570	-0-	-0-	-0-	-0-
07.	R	4,792	15,434	20,158	6,654	-0-
	D	741	486	1,130	741	22
	H	15	-0-	-0-	-0-	-0-
09.02	R	7,597	1,011	2,787	6,225	-0-
	D	4,655	-0-	194	152	198
	H	1,325	-0-	-0-	-0-	-0-
14.	R	17,358	20,978	14,484	9,404	-0-
	D	3,613	1,482	4,188	-0-	41
	H	108	-0-	-0-	-0-	-0-
16.	R	504	10,987	9,768	170	-0-
	D	-0-	145	210	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
17.	R	44,252	29,032	43,344	9,767	-0-
	D	13,591	3,059	4,864	641	796
	H	1,821	183	74	-0-	-0-
99. Industrial Arts	R	26,000	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
99. Group Guidance/ Prevocational	R	16,200	-0-	-0-	-0-	-0-
	D	-0-	-0-	100	-0-	-0-
	H	1,038	-0-	-0-	-0-	-0-
TOTAL	R	194,518	85,288	218,450	58,041	-0-
	D	27,485	5,224	11,424	4,319	1,843
	H	5,097	183	124	-0-	-0-
09.01 Consumer and Homemaking Part F	R	146,556	625	47,120	-0-	-0-
	D	35,722	-0-	55,208	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Work Study	R	-0-	-0-	-0-	-0-	-0-
	D	529	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Exemplary	R	69,314	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Volunteer Firemen	R	-0-	-0-	8,827	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-

R = Regular
D = Disadvantaged
H = Handicapped

Table 5C

FISCAL YEAR 1979 ENROLLMENTS

Occupational Programs Summarized by O.E. Codes (Gainful Only)		Secondary	Post-Secondary	Adult	Cooperative	
					Part B	Part G
01.	R	59,275	883	75,629	6,640	-0-
	D	1,854	58	132	354	64
	H	262	-0-	60	-0-	-0-
04.	R	22,400	12,704	59,578	25,355	-0-
	D	4,244	-0-	753	3,544	818
	H	175	-0-	-0-	-0-	-0-
07.	R	7,250	20,386	28,058	8,877	-0-
	D	990	644	1,876	990	25
	H	16	-0-	-0-	-0-	-0-
09.02	R	8,497	1,883	5,513	7,100	-0-
	D	4,990	-0-	233	212	223
	H	1,410	-0-	-0-	-0-	-0-
14.	R	21,921	26,223	20,175	11,828	-0-
	D	5,956	1,852	5,025	1,044	46
	H	159	-0-	-0-	-0-	-0-
16.	R	550	13,625	13,675	262	-0-
	D	-0-	179	252	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
17.	R	62,074	39,484	59,976	13,626	-0-
	D	19,077	4,160	5,836	947	894
	H	2,306	248	84	-0-	-0-
99. Industrial Arts	R	130,000	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
99. Group Guidance/ Prevocational	R	34,775	-0-	-0-	-0-	-0-
	D	-0-	-0-	120	-0-	-0-
	H	1,161	-0-	-0-	-0-	-0-
TOTAL	R	346,742	115,188	262,604	73,688	-0-
	D	37,111	6,893	14,227	7,091	2,070
	H	5,489	248	144	-0-	-0-
09.01 Consumer and Homemaking Part F	R	157,939	829	49,960	-0-	-0-
	D	41,722	-0-	56,000	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Work Study	R	-0-	-0-	-0-	-0-	-0-
	D	590	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Exemplary	R	34,775	-0-	-0-	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-
Volunteer Firemen	R	-0-	-0-	11,987	-0-	-0-
	D	-0-	-0-	-0-	-0-	-0-
	H	-0-	-0-	-0-	-0-	-0-

R = Regular
D = Disadvantaged
H = Handicapped

Table 6

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND ANNUAL ALLOCATION PLAN
(Federal, State, and Local to Obtain State Plan Objectives
Regardless of Funding Sources)

		Current	Long-Range Plan	
		(000)	(000)	(000)
Program/Purpose	Funds	1974	1975 1/	1979 2/
State Programs Part B	Total	145,857	154,007	235,282
	Federal	25,473	25,473	30,843
	S & L	120,384	128,534	204,439
1. Secondary	Total (F,S,L)	60,000	65,000	98,540
2. Post-Secondary	Total	40,814	42,000	65,688
3. Adult	Total	3,627	4,700	6,373
4. Disadvantaged	Total	11,100	11,900	15,137
5. Handicapped	Total	3,521	3,600	4,349
6. Construction	Total	5,885	2,407	9,593
7. Guidance and Counseling	Total	4,040	5,200	7,800
8. Contracted Instruction 3/	Total	-0-	-0-	-0-
9. Ancillary Services		xxx	xxx	xxx
Administration and Supervision	Total	12,000	14,000	19,767
Evaluation	Total	200	200	334
Teacher Training	Total	2,900	3,000	4,782
Research and Demonstration Projects	Total	708	800	1,168
Curriculum Development	Total	1,062	1,200	1,751
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	1,244	1,254	1,727
Research and Training Part C	Total	621	621	889
	Federal	556	556	800
	S & L	65	65	89
Exemplary Programs Part D	Total	303	303	339
	Federal	253	253	283
	S & L	50	50	56
Consumer and Homemaking Education Part F	Total	28,414	29,914	36,016
	Federal	1,914	1,914	2,305
	S & L	26,500	28,000	33,711
Cooperative Education Part G	Total	702	702	831
	Federal	702	702	831
	S & L	-0-	-0-	-0-
Work Study Part H	Total	559	559	693
	Federal	446	446	553
	S & L	113	113	140
GRAND TOTAL	Total	177,700	187,360	275,777
	Federal	30,577	30,577	37,230
	S & L	147,123	156,783	238,547

1/ Funds to be expended during the fiscal year of this Plan.

2/ Projected need for funds for Fiscal Year 1979.

3/ Amount of above funds allocated by purpose (except construction) for contract instruction. Amount not included in total for State Programs or Grand Total.

Table 7

Construction Projects on Which Construction Will Start in Coming Year

Subject to the Availability of Funds

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Wallis Independent School District (008-903) Box 589 Wallis, Texas 77485 Austin County (10)	July 1974	June 1976	300 Students
Temple Independent School District (014-909) Box 788 Temple, Texas 76501 Bell County (11)	July 1974	June 1976	210 Students
North East Independent School District (015-910) 10214 Sommers Drive San Antonio, Texas 78217 Bexar County (21)	July 1974	June 1976	400 Students
East Central Independent School District (015-911) 7392 FM 1628 San Antonio, Texas 78220 Bexar County (21)	July 1974	June 1976	400 Students
Alvin Independent School District (020-901) 605 West House Street Alvin, Texas 77511 Brazoria County (14)	July 1974	June 1976	400 Students
Angleton Independent School District (020-902) 300 North Parrish Street Angleton, Texas 77515 Brazoria County (22)	July 1974	June 1976	150 Students
Burnet Independent School District (027-903) 308 East Brier Burnet, Texas 78611 Burnet County (11)	July 1974	June 1976	375 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Gainesville Independent School District (049-901) Box 677 Gainesville, Texas 76240 Cooke County (17)	July 1974	June 1976	400 Students
Copperas Cove Independent School District (050-910) Box 580 Copperas Cove, Texas 76522 Coryell County (11)	July 1974	June 1976	300 Students
Dallas Independent School District (057-905) 3700 Ross Avenue Dallas, Texas 75204 Dallas County (4)	July 1974	June 1976	600 Students
Duncanville Independent School District (057-907) 802 South Main Duncanville, Texas 75116 Dallas County (5)	July 1974	June 1976	240 Students
Grand Prairie Independent School District (057-910) Box 1170 Grand Prairie, Texas 75050 Dallas County (3)	July 1974	June 1976	490 Students
Lewisville Independent School District (061-902) Box 217 Lewisville, Texas 75067 Denton County (24)	July 1974	June 1976	210 Students
La Marque Independent School District (084-904) P. O. Box 7 La Marque, Texas 77568 Galveston County (9)	July 1974	June 1976	375 Students
Denison Independent School District (091-903) 800 South Mirick Avenue Denison, Texas 75020 Grayson County (4)	July 1974	June 1976	400 Students

8.1

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Pinetree Independent School District (092-904) Box 5878 Longview, Texas 75601 Gregg County (4)	July 1974	June 1976	300 Students
Seguin Independent School District (094-901) Drawer 31 Seguin, Texas 78155 Guadalupe County (23)	July 1974	June 1976	210 Students
Silsbee Independent School District (100-904) 215 West Avenue H Silsbee, Texas 77656 Hardin County (2)	July 1974	June 1976	360 Students
Crosby Independent School District (101-906) Drawer C Crosby, Texas 77532 Harris County (8)	July 1974	June 1976	350 Students
Spring Independent School District (101-919) 16717 Medberry Road Houston, Texas 77090 Harris County (18)	July 1974	June 1976	400 Students
Spring Branch Independent School District (101-920) 955 Campbell Road Houston, Texas 77024 Harris County (8)	July 1974	June 1976	300 Students
Donna Independent School District (108-902) 204 North Main Donna, Texas 78537 Hidalgo County (15)	July 1974	June 1976	500 Students
Granbury Independent School District (111-901) 600 West Bridge Granbury, Texas 76048 Hood County (3)	July 1974	June 1976	300 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Sulphur Springs Independent School District (112-901) Box 276 Sulphur Springs, Texas 75482 Hopkins County (1)	July 1974	June 1976	450 Students
Edna Independent School District (120-901) Drawer D Edna, Texas 77957 Jackson County (14)	July 1974	June 1976	375 Students
Port Neches Independent School District (123-908) Box 877 Port Neches, Texas 77651 Jefferson County (9)	July 1974	June 1976	400 Students
Burleson Independent School District (126-902) Box 289 Burleson, Texas 76028 Johnson County (10)	July 1974	June 1976	150 Students
Anson Independent School District (127-901) 1509 South Commercial Anson, Texas 79501 Jones County (17)	July 1974	June 1976	375 Students
Devine Independent School District (163-901) Drawer 1 Devine, Texas 78016 Medina County (23)	July 1974	June 1976	150 Students
Midland Independent School District (165-901) 702 North N. Street Midland, Texas 79701 Midland County (19)	July 1974	June 1976	400 Students
Flour Bluff Independent School District (178-914) 2505 Waldron Road Corpus Christi, Texas 78418 Nueces County (14)	July 1974	June 1976	300 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Vidor Independent School District (181-907) Box 248 Vidor, Texas 77662 Orange County (2)	July 1974	June 1976	300 Students
Henderson Independent School District (201-902) P. O. Box 329 Henderson, Texas 75652 Rusk County (1)	July 1974	June 1976	400 Students
Overton Independent School District (201-908) Drawer 130 Overton, Texas 75684 Rusk County (1)	July 1974	June 1976	350 Students
Lindale Independent School District (212-903) Box 98 Lindale, Texas 75771 Smith County (4)	July 1974	June 1976	400 Students
Mansfield Independent School District (220-908) Box 338 Mansfield, Texas 76063 Tarrant County (12)	July 1974	June 1976	210 Students
Hurst-Euless-Bedford Independent School District (220-916) Highway 121A and Central Drive Bedford, Texas 76021 Tarrant County (12)	July 1974	June 1976	210 Students
Castleberry Independent School District (220-917) 315 Churchill Road Fort Worth, Texas 76114 Tarrant County (12)	July 1974	June 1976	495 Students
Eagle Mountain-Saginaw Independent School District (220-918) Box 79160 Saginaw, Texas 76079 Tarrant County (12)	July 1974	June 1976	350 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Iowa Park Independent School District (243-903) Box 898 Iowa Park, Texas 76367 Wichita County (13)	July 1974	June 1976	180 Students
Georgetown Independent School District (246-904) 1201 Church Street Georgetown, Texas 78626 Williamson County (11)	July 1974	June 1976	400 Students
Laredo Junior College (240-501) P. O. Box 738 Laredo, Texas 78040 Webb County (23)	December 1974	November 1976	210 Students
Blinn College (239-501) 902 College Avenue Brenham, Texas 77833 Washington County (10)	February 1975	August 1975	25 Students
Cooke County College (049-501) P. O. Box 815 Gainesville, Texas 76240 Cooke County (17)	December 1974	December 1976	195 Students
Bee County College (013-501) Route 1 Beeville, Texas 78102 Bee County (23)	January 1975	December 1976	120 Students
South Plains College (110-501) Levelland, Texas 79336 Hockley County (19)	December 1974	December 1976	350 Students
Galveston College (084-502) 4015 Avenue Q Galveston, Texas 77550 Galveston County (9)	February 1975	February 1977	329 Students
Alvin Junior College (020-501) 3110 Mustang Road Alvin, Texas 77511 Brazoria County (22)	December 1974	December 1976	330 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Lee College (101-501) P. O. Box 818 Baytown, Texas 77520 Harris County (22)	January 1975	December 1975	45 Students
Texas State Technical Institute (161-501) Rolling Plains Campus Sweetwater, Texas 79556 Nolan County (17)	August 1974	May 1975	115 Students
Howard College at Big Spring (114-501) 1001 Birdwell Lane Big Spring, Texas 79720 Howard County (17)	November 1974	March 1975	225 Students
Dallas County Community College District (057-501) Cedar Valley Campus Main and Lamar Streets Dallas, Texas 75202 Dallas County (4 and 5)	September 1974	September 1976	450 Students
Texas State Technical Institute (161-501) Rio Grande Campus P. O. Box 2628 Harlingen, Texas 78550 Cameron County (15)	December 1974	December 1976	170 Students
Lamar University (123-501) P. O. Box 10043 Beaumont, Texas 77710 Jefferson County (9)	November 1974	November 1976	375 Students
Weatherford College (184-501) 308 East Park Avenue Weatherford, Texas 76086 Parker County (11)	February 1975	January 1976	85 Students

Table 7 (Continued)

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Estimated Building Capacity
Paris Junior College (139-501) 2400 Clarksville Street Paris, Texas 75460 Lamar County (1)	January 1975	March 1976	45 Students
Texas State Technical Institute (161-501) James Connally Campus Waco, Texas 76705 McLennan County (11)	December 1974	May 1976	75 Students
San Jacinto College (101-504) 8060 Spencer Highway Pasadena, Texas 77505 Harris County (22)	December 1974	November 1976	250 Students
Western Texas College (208-501) Snyder, Texas 79549 Scurry County (17)	September 1974	August 1975	75 Students
Dallas County Community College District (057-501) El Centro Campus Main and Lamar Streets Dallas, Texas 75202 Dallas County (4 and 5)	November 1974	September 1976	757 Students
Texas Southmost College (031-501) 83 Fort Brown Brownsville, Texas 78520 Cameron County (15)	November 1974	November 1976	80 Students

Construction Projects Needed Each Year for the Next Five Years

Year	Number Projects	Total Building Capacity
1975-76	Fourteen	4100 Students
1976-77	Eighteen	5400 Students
1977-78	Twenty-three	8600 Students
1978-79	Fifteen	4700 Students
1979-80	Eighteen	5400 Students

9.0 Actual and Projected Demand for Vocational Education Personnel Development.

9.1 Summarized in Table 8 are the personnel needs for the appropriate years, the expected supply, and the resulting deficit or excess of educational personnel.

10.0 Planned Expenditure of and Projected Need for Vocational Education.

10.1 Listed in Table 9 are the planned expenditures for personnel development in 1974-75 and the projected needs for subsequent years in the table.

11.0 Financial Plan for Personnel Development Based on Funds Available or Anticipated.

11.1 The financial plan for personnel development is shown in Table 10.

12.0 Projection of State's Enrollments in Vocational Education Personnel Preparation and Development.

12.1 Summarized in Table 11 are the current and projected enrollments in preservice and inservice personnel preparation and development.

Table 8 - Page 1

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization		1974-75								1975-76							
				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
		Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit	Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated)1/	S	8748	7290	810	648	936	813	362	71	9609	7875	873	861	847	1129	307	65
	PS	2776	2228	440	108	16	527	45	50	2998	2498	278	222	151	339	45	55
	A	299	286	13	0	10	3	0	0	323	269	30	24	26	28	0	0
Vocational Programs (specified by OE code)																	
01.		1401	1229	150	22	308	30	166	0	1433	1261	140	32	272	30	130	0
04.		863	750	33	80	15	145	47	0	932	777	86	69	30	160	35	0
07.		972	734	150	88	0	238	0	0	1050	875	97	78	0	175	0	0
09.01		2424	1924	475	25	577	2	79	0	2618	2182	242	194	521	0	85	0
09.02		375	302	58	15	0	73	0	0	405	337	38	30	0	68	0	0
14.		893	740	60	93	0	253	100	0	964	804	89	71	0	250	90	0
16.		398	346	31	21	0	67	15	0	430	358	40	32	0	84	12	0
17.		3223	2810	222	191	0	403	0	10	3481	2901	322	258	0	560	0	20
99. Industrial Arts		270	158	18	94	56	0	0	56	533	243	27	263	190	0	0	100
99. Other (Specify)		259	152	33	74	0	52	0	55	280	233	26	21	0	47	0	0
Ancillary																	
Administration		301	265	14	22	0	36	0	0	325	271	30	24	0	54	0	0
Guidance & Counseling		354	319	11	24	6	29	0	0	382	319	35	28	11	52	0	0
Paraprofessional		90	75	8	7	0	15	0	0	97	81	9	7	0	16	0	0
Other (Specify) 8/																	
Program/Purpose Total (Unduplicated)		1492	1125	189	178	87	267	0	13	1610	1343	149	118	86	162	0	19
Cooperative		12	10	2	0	0	2	0	0	13	11	1	1	0	2	0	0
Disadvantaged		1012	790	131	91	60	150	0	12	1093	911	101	81	65	102	0	15
Handicapped		197	161	23	13	19	16	0	1	213	177	20	16	14	18	0	4
Remedial		43	35	4	4	8	0	0	0	46	39	4	3	7	0	0	0
Exemplary		216	117	29	70	0	99	0	0	233	194	22	17	0	39	0	0
Volunteer Firemen		12	12	0	0	0	0	0	0	12	11	1	0	0	1	0	0
Other (Specify)																	

Footnotes: See page following table.

Table 8 - Page 2

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization		1976-77								1977-78							
				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
		Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit	Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated)1/	S	10297	8648	961	688	680	1210	284	43	11042	9267	1030	745	700	1292	265	48
	PS	3238	2698	300	240	247	332	46	7	3497	2914	324	259	281	330	40	12
	A	349	291	32	26	24	34	0	0	377	314	35	28	25	38	0	0
Vocational Programs (specified by OE code)																	
01.		1468	1290	143	35	268	30	120	0	1508	1321	147	40	267	30	110	0
04.		1007	839	93	75	40	158	30	0	1087	906	101	80	50	156	25	0
07.		1134	945	105	84	0	189	0	0	1225	1021	113	91	0	204	0	0
09.01		2827	2356	262	209	551	0	80	0	3053	2544	283	226	584	0	75	0
09.02		437	364	41	32	0	73	0	0	472	393	44	35	0	79	0	0
14.		1041	868	96	77	0	258	85	0	1124	937	104	83	0	267	80	0
16.		464	387	43	34	0	92	15	0	501	418	46	37	0	98	15	0
17.		3759	3133	348	278	0	596	0	30	4060	3383	376	301	0	637	0	40
99. Industrial Arts		576	480	53	43	76	0	0	20	622	518	58	46	84	0	0	20
99. Other (Specify)		302	252	28	22	0	50	0	0	326	272	30	24	0	54	0	0
Ancillary																	
Administration		351	292	33	26	0	59	0	0	379	316	35	28	0	63	0	0
Guidance & Counseling		413	344	38	31	16	53	0	0	446	372	41	33	21	53	0	0
Paraprofessional		105	87	10	8	0	18	0	0	113	94	11	8	0	19	0	0
Other (Specify) 8/																	
Program/Purpose Total (Unduplicated)		1738	1450	160	128	89	174	0	25	1876	1565	173	138	94	186	0	31
Cooperative		14	12	1	1	0	2	0	0	15	13	1	1	0	2	0	0
Disadvantaged		1180	984	109	87	70	108	0	18	1274	1062	118	94	75	116	0	21
Handicapped		230	192	21	17	10	21	0	7	248	207	23	18	10	21	0	10
Remedial		50	41	5	4	9	0	0	0	54	45	5	4	9	0	0	0
Exemplary		252	210	23	19	0	42	0	0	272	227	25	20	0	45	0	0
Volunteer Firemen		12	11	1	0	0	1	0	0	13	11	1	1	0	2	0	0
Other (Specify)																	

Footnotes: See page following table.

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9

Footnotes (Table 8)

Abbreviations: S - Secondary; PS - Post-secondary; A - Adult

Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

In-service refers to persons under contract for employment in a vocational education activity.

1/ Count personnel only once even though responsible for two or more programs; i.e. consumer and homemaking education and home economics gainful.

2/ Count personnel currently employed and those expected to be employed by a school system as of June 30 for following school year; for example, as of June 30, 1973, for school year 1973-74.

3/ Count personnel who will not be available from previous year due to attrition and who must be replaced; for example, in the 1973-74 Plan use attrition figures for 1972-73.

4/ Count additional positions for which personnel are needed due to growth and expansion.

5/ Count number of prospective graduates from the State teacher education programs for entire year who are expected to enter your State system.

6/ Include those expected to be available from all sources other than those referred to in footnote 5.

7/ The column under "Status" indicates the need for, or excess of, personnel. This is determined by subtracting the total Projected Supply (B) from the total Additional Personnel Needs (A).

8/ Count separately any local school superintendents and community college or junior college presidents for whom vocational education programs are planned.

Table 9

Planned Expenditure of and Projected Need for Funds for Vocational Education Personnel Preparation and Development*

Category of Expenditure (P.L. 90-576)		Annual Plan 1/		Long-Range Plan 2/									
		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
		F	S,L	F	S,L	F	S,L	F	S,L	F	S,L	F	S,L
Grand Total	1. Total 3/	28,898	156,649	30,711	180,718	33,679	207,167	34,563	223,360	35,062	238,295	36,139	259,602
	2. P and D 4/	260	904	279	1,063	307	1,238	316	1,342	323	1,436	333	1,576
	3. % (2 of 1)	.90%	.58%	.91%	.58%	.91%	.60%	.86%	.60%	.92%	.60%	.92%	.61%
Regular State Vocational Education Programs (Part B)	1. Total	25,473	128,534	27,092	151,263	29,855	176,184	30,542	190,940	30,843	204,439	31,722	224,309
	2. P and D	229	900	244	1,059	269	1,233	275	1,337	278	1,431	285	1,570
	3. % (2 of 1)	.9%	.7%	.9%	.7%	.9%	.7%	.9%	.7%	.9%	.7%	.9%	.7%
Research (Part C)	1. Total	556	65	619	69	680	75	740	82	800	89	860	96
	2. P and D	31	4	35	4	38	5	41	5	45	5	48	6
	3. % (2 of 1)	5.6%	6.0%	5.6%	6.0%	5.6%	6.0%	5.6%	6.0%	5.6%	6.0%	5.6%	6.0%
Exemplary (Part D)	1. Total	253	50	260	52	268	53	276	54	283	56	291	58
	2. P and D	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
	3. % (2 of 1)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Consumer and Homemaking Education Programs (Part F)	1. Total	1,914	28,000	2,006	29,334	2,110	30,855	2,207	32,284	2,305	33,711	2,403	35,139
	2. P and D	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
	3. % (2 of 1)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Cooperative Vocational Education Programs (Part G)	1. Total	702	-0-	734	-0-	766	-0-	798	-0-	831	-0-	863	-0-
	2. P and D	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
	3. % (2 of 1)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

1/ Funds to be expended for personnel preparation and development during the fiscal year of this Plan.

2/ Projected needs for funds by school year.

3/ Total Federal, State, and local funds to be expended (annual).

4/ Amount to be expended for personnel preparation and development.

* Thousands

Table 10
1975-76 Financial Plan for Personnel Preparation and Development Based on Funds Available or Anticipated

Programs/Purpose	Total Funds Needed for Unmet Personnel Development Needs 1975-76	Total Funds Expected to be Available for School Year 1975-76	Additional Funding to be Requested 3/ 1975-76	
	2/	1/	Other Sources	EPDA
Regular Vocational Education Programs (Part B)	$1,875,000	$1,303,000	$ 93,504	$478,496
Research (Part C)	39,000	39,000	0	0
Exemplary (Part D)	0	0	0	0
Consumer and Homemaking Education (Part F)	0	0	0	0
Cooperative Vocational Programs (Part G)	0	0	0	0
GRAND TOTAL	$1,914,000	$1,342,000	$ 93,504	$478,496

1/ Funds expected to be available for personnel preparation and development during the fiscal year following the fiscal year of this Plan.

2/ Funds needed for unmet personnel needs are from second year of long-range plans, Table 9.

3/ The difference between the total funds needed for personnel preparation and development and the total funds expected to be available.

Table 11

Projection of State's Enrollments in Vocational Education Personnel Preparation and Development

Vocational Programs Specified by O.E. Code 1/	Preservice 2/			In-service 3/		
	1974	1975	1979	1974	1975	1979
Grand Total - Unduplicated	942	962	971	1,314	1,343	1,693
01.	304	308	272	30	30	33
04.	11	15	44	141	145	159
07.	0	0	0	230	238	207
09.01	569	577	555	2	2	0
09.02	0	0	0	73	73	82
14.	0	0	0	249	253	270
16.	0	0	0	65	67	101
17.	0	0	0	397	403	640
99. Other	52	56	80	49	52	57
Ancillary						
Administration	0	0	0	35	36	66
Guidance and Counseling	6	6	20	29	29	56
Paraprofessional	0	0	0	14	15	22
Programs/Purposes Duplicated 4/						
Cooperative -- Part G	0	0	0	2	2	2
Disadvantaged	58	60	76	148	150	118
Handicapped	17	19	9	16	16	24
Remedial	7	8	8	0	0	0
Exemplary	0	0	0	97	99	47
Other	0	0	0	0	0	2

1/ Includes personnel by major and/or minor teaching area.

2/ Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

3/ Figures in this table reflect only specialized in-service training for individuals under contract in a vocational education activity. Texas public school teacher employment contracts require all teachers to participate in general in-service activities. The number participating in such activities would equate to nearly the total number of teachers employed.

4/ Includes personnel whose major or minor emphasis is not identifiable by O.E. Code.

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APPENDIX I

DIRECTORY OF PERSONNEL

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

TEXAS EDUCATION AGENCY
Austin, Texas
May 1974

STATE BOARD OF EDUCATION
(State Board for Vocational Education)

Vernon Baird, Fort Worth
James M. Binion, Abilene
Joe Kelly Butler, Houston
Carlisle Cravens, Fort Worth
W. H. Fetter, La Marque
Omar Garza, M.D., Edinburg
Joseph C. Gathe, M.D., Houston
E. R. Gregg, Jr., Jacksonville
Mrs. Johnnie Marie Grimes, Dallas
George C. Guthrie, San Antonio
Jesse Herrera, San Antonio
Ben R. Howell, El Paso

E. M. Huggins, Jr., Fulshear
Dr. William N. Kemp, Houston
Paul Mathews, Greenville
Dr. Stanley B. McCaleb, Richardson
Duane J. McCullough, Corpus Christi
Carl E. Morgan, Jasper
Frank M. Pool, San Angelo
Glen L. Smith, Waco
Mrs. Ronald Smith, Fort Worth
Mrs. Jane H. Wells, Austin
James H. Whiteside, Lubbock
Herbert O. Willborn, Amarillo

J. W. Edgar, Commissioner of Education
(Executive Officer of the State Board of Education)

DIRECTORY OF PERSONNEL

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

Associate Commissioner for Occupational Education and Technology	John R. Guemple
Deputy Associate Commissioner for Occupational Education and Technology	Joe B. Neely
Educational Program Director	William H. Fitz
Educational Program Directors, Educational Professional Development	Ben F. Teague Leo Schreiner
Educational Program Director, Special Projects	Albert Bartschmid
Chief Consultants	Joseph F. Tokash William McCullough
Consultants	Russell A. Walker Billy G. Howard

Administrative Services

Director	Luther W. Thompson, Jr.
Educational Program Director	Paul Mehner
Chief of Purchasing and Supply Services	Bryan R. Jolley
Consultant	Walter Douglas

Division of Public School Occupational Programs

Director	L. V. Ballard
Chief Consultant	Hoyt Byrd

Agricultural Education

Educational Program Director	J. A. Marshall
Chief Consultant	G. G. Scroggins
Consultants	Raymond L. Holt
	Billy L. Conner
	Dan A. Gattis

Distributive Education

Educational Program Director	David A. Thompson
Chief Consultant	Norris Young

Health Occupations Education

Educational Program Director	Elbert Marcom
Chief Consultant	Al Blount

Homemaking Education

Educational Program Director	Mrs. Elizabeth F. Smith
Chief Consultant	Joe Marie Phillips
Consultants	Margaret Scholl
	Mrs. Nell L. Smith
	Mrs. Betty Romans
	Mrs. Ruth Smith

Industrial Education

Educational Program Director	Robert S. Patterson
Chief Consultant	Ray Rushing
Consultants	Jesse Carrell
	Wilbur Hull

Office Education

Educational Program Director	Everett W. Fuller
Consultant	Cecil Norris

Industrial Arts Education

Educational Program Director	Neil E. Ballard
Consultants	Jerry R. MyCue
	Alvin A. Seher

Division of Post-Secondary Occupational Education and Technology

Director	Joseph D. Godsey
Educational Program Director	James W. Haynie
Chief Consultant	Roland Benson
Consultants	D. W. Thomas
	Claude O. Speed
	Linda M. Frank

Division of Occupational Research and Development

Director	Ray Barber
Educational Program Director	Oscar Millican
Chief Consultant	T. R. Jones
Consultants	Robert B. Mann, Jr.
	Harry K. Thornton
	Roy D. Bristow

Division of Adult and Continuing Education

Director	Bob G. Allen
Educational Program Directors	Ralph Mock
	James C. Woodman
Chief Consultants	B. W. Swint
	William T. Nelson
	Joseph C. Reichert
Consultants	Pavlos X. Roussos
	Elwyn C. Williams
	Luke Patrenella, Jr.
	Louis R. Maneely
	Raymond E. Brewton
	Manuel C. Garza
	Claude C. Mathis
	Leonard Nielsen

Division of Proprietary Schools and Veterans Education

Director	E. W. Quinton
Educational Program Directors	Janice Boyd
	John A. Hutchens
Chief Consultants	Gerald Blansitt
	Harold E. Burditt
Consultants	Roma L. Anglin
	Bob G. Bone
	George Brown
	Roy F. Canales
	Billy E. Churchwell
	T. J. Cox, Jr.
	Richard W. Hewgley
	Dee Kivett
	Richard G. Lackey
	Oscar D. Mackey
	Darnell McLaurin
	Gary Moore
	Gene A. Reeves
	Joe Richards
	Michael Shands
	Floyd H. Tiggeman
	Jose Valdez, Jr.
	F. Patrick Whelan
	James Wright

Planning Regions

PLANNING REGION A

Corpus Christi: 407 Medical Plaza Building, 1415 Third Street, 78404
Phone: (512) 883-1896 and 1897
Ramon C. Lopez (Adult and Continuing Education)
Kirk Pettit (Agriculture)
Harlan Price (Distributive)
Mrs. Bobbie Moore (Homemaking)
*James H. Tolson (Industrial)
Eutiquio M. Elizondo (Industrial)
Mrs. Maxine Emery (Office)

PLANNING REGION B

**Austin: 4600 Burnet Road, 78756
Phone: (512) 475-2120, 2128, and 2129
W. H. Pittard (Agriculture)
*Berry W. Sullivan (Distributive)
Mrs. Jean D. Barton (Homemaking)
James Cogdell (Industrial)
Thomas R. Seely (Industrial)

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Phone: (817) 776-0060 and 0061
Durwin A. Hill (Agriculture)
*Mrs. Norma Parton (Homemaking)

PLANNINC REGION C

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Clatie C. Hurt (Homemaking)
Thomas J. Risinger (Industrial)

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Garland Wilson (Adult and Continuing Education)
*Billy G. Lyons (Agriculture)
Ray Anderson (Distributive)
Beverly Crenshaw (Health)
Mrs. Judith H. Jackson (Homemaking)
Barney Ruth (Industrial)
Robert K. Gaines (Industrial)
Mrs. Mary L. Lysne (Office)

PLANNING REGION D

**Denton: 225 West Hickory, Box 758, 76202, Phone: (817) 387-2325 and 8941
Raymond Johnson (Adult and Continuing Education)
James A. Roden (Agriculture)
Robert J. Hall (Distributive)
Mrs. Catherine Junge (Health)
Mrs. Marie Healey (Homemaking)
Jack Wilson (Industrial)
*Harvey Patterson (Industrial)
Thomas L. Loftin (Office)

Stephenville: Room 109, Agriculture Building, Box T-9, Tarleton State College, Tarleton Station, Texas 76402, Phone: (817) 968-3215
*Ralph Moser (Agriculture)
Mrs. Sammie Pittman (Homemaking)

Sulphur Springs: Gilmer Street and Interstate 30, P. O. Box 7, 75482, Phone: (214) 885-2631 and 7321
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D. A. McRae (Industrial)

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*Gene K. Coppin (Distributive)
Mrs. Ima Dora Haile (Homemaking)
Vacant (Industrial)

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Big Spring: 110 Permian Building, 113 West Second Street, Drawer 1469, 79721, Phone: (915) 263-1261 and 2872
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Hulan H. Harris (Agriculture)
W. W. Inkman, Jr. (Distributive)
Mrs. Ivah Lou Ashley (Homemaking)
Edward Shive (Industrial)
*Floyd Z. Pannell (Office)

*Planning Chairman
**Headquarters for Planning Regions with more than one office.

Special Assignment Personnel

College Station: Department of Agricultural Education, Texas A&M University
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Mrs. W. L. D. Glass (Homemaking)

APPENDIX II

STAFF RESPONSES AND STATE BOARD
ACTION PERTAINING TO
RECOMMENDATIONS
OF THE
ADVISORY COUNCIL FOR TECHNICAL-
VOCATIONAL EDUCATION IN TEXAS

RECOMMENDATION I - REDIRECTION OF EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

The rationale and background for this recommendation is contained throughout the fourth annual report of The Advisory Council for Technical-Vocational Education in Texas, November 1973. Sections that pertain directly to the rationale under this topic include "It is Time for Action . . . The Evidence" and "A Plan for Action . . . A Career Education Model."

The Council considers the following recommendations as a "next step" for action previously taken on Council recommendations made under this topic.

The Council therefore recommends:

1. That the State Board of Education develop a comprehensive state plan for the orderly and coordinated development and implementation of the career education concept in the public educational institutions of the State.

2. That such plan be designed to redirect the utilization of present resources, to incorporate the total resources of the home, school and community as these relate to career development experiences of those being served, and determine the need for additional resources and make a request for such resources to the State Legislature.

3. That such plan incorporate specific design to make the education system of the State flexible and responsive to the multitude of needs of the individual and community. That special priority be given to curriculum revision; evaluation of students; graduation requirements; entrance requirements to programs of higher education; teacher preparation and inservice education as these relate to the overall design of the education system of the State.

Staff response: The State Board of Education has responded positively to earlier recommendations of the Council which were similar to Recommendation I and has accordingly made commitments to take actions to implement career education in Texas. These commitments are subject to continuous review and modification in light of experience and evaluation.

To ensure that these commitments are carried out, a special administrative unit with designated personnel has been established within the Agency and assigned responsibility for coordinating all the resources of the Agency toward this goal. In the development and implementation of the concept of career education over time, the staff of the Agency is attempting to maintain continuous involvement of local school officials in devising effective methods and approaches and in gaining acceptance of these career education approaches by school districts.

The staff commends the Council for its recognition of occupational and technical education as a strong and important component in career education. Effective coordination of occupational and technical education offerings in the total educational program of a school district is essential to the achievement of the objectives of career education. The staff concurs with Recommendation I of the Council's fourth annual report and views the three suggested "next steps" as consistent with efforts already underway and with plans being made to strengthen career education over the next several years.

Board action: The State Board of Education accepted Recommendation I and directed the staff to implement this recommendation by ensuring that funds for the development of a state plan for career education be included in the budget request to be submitted to the State Legislature.

RECOMMENDATION II - FINANCING OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

The Advisory Council has addressed itself to many aspects of financing of technical, vocational, and manpower training in the State in the three previous annual reports and other reports made to the Governor, Legislature, and others.

In view of the visibility being given to the financing of public school education in the State, the Council believes its observations and concerns on the subject should be expressed formally to the State Board of Education.

The Council has a specific responsibility in this area in Section 31.35(5) of the Texas Education Code, as follows: "Recommend to the Governor and the Legislature methods of funding existing programs and propose methods for funding new programs."

In the Council's second biennial report to the Legislature, December 1972, on page 26, the Council expressed its support of the present system of funding vocational programs through the Minimum Foundation Program and outlined Council recommendations that would require funding for implementation.

Review has been made of state and national studies on financing of education and vocational education particularly. Several states are considering various approaches to financing public education, including "weighted pupil cost" and "differential cost" systems. However, the Council has not been able at this time to determine that proposed systems reviewed to date offer substantial advantages over the present system used in Texas.

The Council has in previous recommendations on "Supplementary Delivery System for Educational Services" proposed State funding of capital outlay for area school facilities which is a departure from traditional funding of capital outlay at the local level. The rationale of the Council in this recommendation is that this would be an incentive to local citizens and a justifiable State investment in the economic development of the State.

The level of funding for technical-vocational education in the State has increased substantially in the last few years. However, in the Council's studies, it is apparent that resources both at the State and local levels are not adequate to meet the needs of individuals in keeping with the requirements of the job market.

The Council therefore recommends:

1. That the State Board of Education continue its support of the present system of financing vocational education, to include:
    a. The allocation of bonus vocational units in accordance with policies established by the State Board of Education under the Foundation School Program.
    b. Provision to continue: a minimum of $400 per vocational unit for materials and supplies; average daily attendance credit to remain with the sending school for students attending another district for vocational offerings; transportation of vocational students between campuses and districts; and vocational units be counted as teacher units in allocating to the local school district the amount provided for maintenance and operation.

Staff response: The staff agrees that the State Board of Education should continue its support of the present system (method) of financing vocational education.

Board action: The State Board concurs in the staff response pertaining to part 1 of Recommendation II. Current policy will be continued.

Further Council recommendation:

2. That the State Board of Education support the inclusion of vocational unit travel financing under the Foundation School Program.

Staff response: If travel for vocational teachers were placed under the Minimum Foundation School Program, school districts would be required to finance approximately 20% of the total amount from local funds. Local school districts do not have adequate funds to support travel expenditures to the extent incurred by vocational teachers in the performance of their duties.

Board action: The State Board of Education concurs in the staff response pertaining to part 2 of Recommendation II. This part is rejected.

Further Council recommendation:

3. That the State Board of Education continue its study of program and funding needs in technical-vocational education in the State to support additional resources to correct the present inadequate level of funding.

Staff response: The staff requests that the State Board of Education continue its study of program funding needs, which is a long-standing policy of the Board.

Board action: The State Board of Education concurs in the staff response pertaining to part 3 of Recommendation II. Current policy will be continued.

Further Council recommendation:

4. That line item appropriations to post-secondary institutions be earned in accordance with approved formulas for allocation of funds for occupational programs.

Staff response: The staff requests that the line item appropriation for post-secondary institutions be earned.

Board action: The State Board of Education concurs in the staff position pertaining to part 4 of Recommendation II. This part of Recommendation II is accepted.

RECOMMENDATION III - SERVING THE NEEDS OF SPECIAL GROUPS

The Advisory Council has addressed itself to the needs of special groups in many activities, reports, and recommendations. In fact, the whole thrust of the work of the Council has been to "redirect" the education system in such a manner that the system would be flexible and responsive to the needs of the individual as a result of the many directions brought about by the interaction of the factors of APTITUDE, ABILITY, INTEREST, and CIRCUMSTANCE. When this is accomplished, then the needs of every individual will be assessed and addressed and the special needs will be a part of the regular response to the individual.

In the meantime, it is believed that a special review of programs with these priorities in mind would be in order.

The Council therefore recommends:

1. That technical-vocational education programs at the secondary and post-secondary levels receive a special review and evaluation to determine if the special needs of the following groups are adequately served in preparation for occupations:

    a. Handicapped persons

    b. Disadvantaged persons

    c. Special needs of veterans

    d. Bilingual and cultural needs of individuals

    e. Ethnic minorities and women

Staff response: There has been an administrative review of programs focused on handicapped persons and disadvantaged persons. It is difficult to measure adequacy of these programs; however, it should be observed that funds focused on the special learning problems of these groups have been available, school districts have been notified, and technical assistance has been provided by the staff in developing programs and proposals for programs. There are no special funds designated for veterans or ethnic minorities and women outside the context of disadvantaged persons or handicapped persons.

This Agency approves institutions to train veterans. The Veterans Administration provides stipends and other resources to the veteran on an individual basis. Counseling services, health services, and psychiatric services are also provided by the Veterans Administration. Other than approving institutions for educational programs for veterans, the only special effort made by this Agency has been in the area of staff cooperation with various governmental agencies dealing with educational programs for veterans.

The only bilingual programs presently administered by the Department of Occupational Education and Technology are the bilingual secretarial training programs conducted at Brownsville, Laredo, and San Antonio Independent School Districts on the secondary level and at Texas State Technical Institute in Harlingen and Texas Southmost College in Brownsville on the post-secondary level. There are many vocational teachers, especially in the Valley area, who are of a Mexican-American cultural background and a large portion of their instruction is given both in English and in Spanish; however, this is not an organized effort on the part of the public schools, but it has provided a valuable asset in transferring the needed information on occupational skills to fit into the English instruction of service manuals, schematics, and other information necessary for Mexican-American students.

Effort has been made, especially in the areas of interest concerning import-export and manufacturing processes along the Border, to make training available to students involving a bilingual approach. It has also been noted that vocational directors and counselors with Spanish surnames are increasing in number throughout South Texas.

To the extent possible, provisions will be made for increasing the awareness of school districts concerning the availability of funds focused on the needs of handicapped and disadvantaged persons. Utilization of these funds by local education agencies depends to a great extent on availability of space for the program, since funds are not provided for facilities, and the staff time necessary to put together a proposal for a program plan and budget.

Board action: The State Board of Education concurs in the staff response pertaining to Recommendation III.

RECOMMENDATION IV - GUIDANCE SERVICES

The Advisory Council has addressed itself to the broad field of guidance services throughout its work and especially in Recommendation IV of the 1972 report. Even though there is ample evidence that diligent efforts are being made to strengthen guidance services at all levels, it is quite clear that the major part of the job is ahead of us.

The most negative part of the Texas Education Product Study that surveyed over 5,000 high school graduates and leavers, was their evaluation of the school's guidance services. The study revealed that there were substantially more unfavorable responses to guidance services than favorable. The guidance services in planning courses was only 7 percentage points better than the assistance in planning for a job or career. However, the students in the 1968-69 school years were more favorable than the 1963-64 students. The study did not reveal a need for any less guidance service in a given area but generally more and better defined guidance services. The State Board of Education requested the staff to more clearly define the role of the school counselor in the state, when the study was reviewed during the April 14, 1973, meeting of the Board.

A special study of guidance services in Tennessee Public Schools confirmed the findings of the Texas Education Product Study and the observations of the Advisory Council. Some significant conclusions of the Tennessee study are sumarized: (1) Counselors lack sufficient indepth work experience; (2) Inservice experiences for counselors should be strengthened; (3) counselors and principals are overly concerned with testing and test results; (4) Counselors have very limited knowledge about careers; and (5) little is known about how the school experiences affect post-high school behavior.

Recent surveys indicate that guidance services personnel generally do not have access to basic job counseling materials such as the Dictionary of Occupational Titles; Standard Industrial Classification Manual; Occupational Outlook materials from the U. S. Department of Labor and State Employment Service and similar materials. Other career development materials are in much demand, but in many instances a budget is not provided for these materials. The Advisory Council has developed a handbook that is being distributed and should be helpful to guidance services personnel in orienting their activities toward career development emphasis.

Over one third of the population in Texas is Black or Mexican American. These and other minorities are often disadvantaged because guidance services personnel do not generally have the cultural and language background to effectively relate career development activities to these and other special groups. Women in the work force continue to play an increasing role. However, many of our guidance materials and concepts tend to stereotype certain jobs as being "male" and "female" and such stereotyping has a restrictive influence on preparation programs. The correction of these and other deficiencies in the guidance services will require substantial leadership and coordination at the state level as well as in preparation programs in institutions of higher education. State leadership could be helpful in providing local guidance services personnel with a basic list of acceptable materials.

In view of the critical nature of guidance services in relation to effective and efficient educational experiences at all levels, the following action seems appropriate.

The Council therefore recommends:

1. That the State Board of Education initiate action to provide from the Foundation School Program a minimum of $200 per counselor unit in the state for materials in support of career development activities of the guidance services of the school.

Staff Response: The staff acknowledges that the Council has brought to the attention of the State Board of Education an area of apparent need for guidance and test materials for counselors in local schools. The $200 recommended by the Council would provide each school district that has counselor units with a financial resource to obtain these materials. The effects of this resource would significantly influence in a positive way guidance programs in local school districts.

The State Board of Education should study the feasibility of including this kind of resource for guidance programs in local school districts in the overall instructional resource support system which has been a matter of study by the staff and the Board for the past two years. If, in a future legislative session, it becomes apparent that no action will be taken on the overall instructional resource support system for public schools in the State, the Board then should consider supporting a specific allocation of funds to support the guidance program.

2. That the State Board of Education give priority to the following actions to strengthen career development aspect of guidance services:

   a. development and dissemination of a basic list of acceptable materials

   Staff Response: If the State Board of Education supports the allocation of funds for acquiring materials and tests, it appears appropriate that some guidelines be issued to school districts by the Texas Education Agency on types of materials or expenditures that would be allowable as charges against this allocation. A published list of acceptable materials might be very difficult to maintain in a current status; therefore, the staff would recommend that criteria for selection by local school districts would be more appropriate than a list. If tests are one of the eligible expenditures, the State might wish to list specific tests which would meet the criteria for a State testing program.

   b. inservice activities on the effective utilization of materials

   Staff Response: This recommendation assumes that recommendations 1 and 2-a above are adopted. An inservice program would be necessary to assist counselors in effective utilization of materials and tests. A system for providing inservice counselor activities is already in place and available through the twenty regional education service centers. This kind of inservice activity could then become a priority.

c. inservice activities in developing specialized techniques needed in providing guidance services to minorities and others with special needs.

Staff Response: Counselors have been active in developing expertise in this particular area for several years. Regionally-based workshops in human relations and in specific guidance needs of minorities will be continued.

Board Action: The State Board of Education approves the staff response which differs from the recommendation.

RECOMMENDATION V - PUBLIC AWARENESS OF THE NEEDS AND RESOURCES IN TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

Substantial progress has been made in the effort to inform citizens of the state about the opportunities that are available to them to participate in technical, vocational and occupational education programs in the state. The development and dissemination of the film, "Work is Child's Play" was a major contribution to a public awareness in this area.

During 1973 the Advisory Council conducted the "Occupational Education Public Information Survey." Substantial effort is being made by local school districts and post-secondary institutions in the area of public awareness. The Advisory Council has been active within its limited resources to contribute to the public awareness.

A number of private and public groups in the state have contributed in a variety of ways to the public awareness effort.

However, developing an acceptable level of public awareness with a population of twelve million people, is a monumental task.

The Council therefore recommends:

1. That the State Board of Education further develop public awareness of the needs and resources in the state for technical, vocational and occupational education. That there be established within the Department of Occupational Education and Technology a Dissemination Office with adequate support, to provide leadership, coordination in the state in the area of materials development and dissemination to enhance the state's public awareness in this critical area of concern.

Staff Response: This recommendation is not consistent with past actions of the State Board which has viewed dissemination as an Agency-wide function, not a program by program or department by department function.

Board Action: The State Board of Education has taken the position that dissemination efforts for the entire Agency should be coordinated in the Office of the Commissioner. The recommendation that staff be added to the Department of Occupational Education and Technology, therefore, was rejected; however, the State Board is aware that efforts need to be increased in all areas of dissemination and has directed the Commissioner to bring forward a plan for substantially increasing endeavors in the area of dissemination, and perhaps providing in the plan for a staff member to be assigned part time in the area of occupational and adult education.

RECOMMENDATION VI - THE ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

The interest of the Advisory Council in the administration of technical-vocational education in Texas lies in two general areas. These are: (1) Problems that arise in effective administration of technical-vocational education at the post-secondary level in that the program responsibility rests with the State Board of Education and the general institutional direction is the responsibility of the Coordinating Board, Texas College and University System. (2) A review of the needs for state leadership and coordination of technical, vocational and manpower education and how effectively these needs can be met with the present resources and administrative structure.

There has been more growth, development and changes in technical-vocational education in the last ten years than in previous history of the program. Some examples include:

1. Establishment of the Coordinating Board, Texas College and University System (1965)

2. Formation of twenty new community colleges

3. Establishment of Texas State Technical Institute with four campuses

4. Occupational programs in post-secondary institutions were practically non-existent ten years ago, but now there are 872 programs in over 100 occupations and the appropriations for these programs for 1975 will be in excess of $40 million

5. Federal legislation of major significance includes:

    - Vocational Education Act of 1963 PL 88-210

    - Vocational Education Act Amendments of 1968 PL 90-576

    - Education Amendments of 1972 PL 92-318

    - Numerous other legislative acts in the area of Education, Manpower and other areas have had profound influence on programs

6. State legislation influencing technical-vocational education has been substantial

7. Ten years ago the present Department of Occupational Education and Technology was responsible for activities now carried out essentially by the Division of Public School Occupational Programs. The following divisions have been added:

   - Post-Secondary Occupational Education and Technology
   - Occupational Research and Development
   - Adult and Continuing Education
   - Proprietary Schools and Veterans Education
   - Administrative Services

8. The following table will indicate the growth that has occurred in the Public School Occupational Programs Division in ten years:

	VOC. TEACHER UNITS		NO. PROGRAM STAFF		RATIO OF PROGRAM STATE TO VEU+	
PROGRAM	1963-64	1973-74*	1963-64	1973-74	1963-64	1973-74
Agriculture	959	1308+56	14	15	1:69	1:91
Homemaking	1445	2570+202	14	16	1:103	1:173
Distribution	174	598	6	8	1:29	1:75
Industrial	300	1457+625	9	16	1:33	1:130
Office	-0-	547+89	-0-	6	-0-	1:106
Health	-0-	89	-0-	4	-0-	1:22
Industrial Arts	-0-	150	-0-	3	-0-	1:50
(CVAE)**	-0-	(913)	-0-	-0-		
(Handicapped)**	-0-	(58)	-0-	-0-		
Occup. Orient.	-0-	127	-0-	-0-		
Ancillary	-0-	485	-0-	-0-		

*Allocation of units are tentative
**CVAE and Handicapped units are carried as + units in the appropriate program total.
+Ratios in this tabulation include all program staff, consequently the ration to field staff would be considerably greater.

9. It is estimated that 75% of the secondary vocational units in the state are under the supervision of ancillary personnel. What influence does this have on the leadership and coordination responsibilities of the state staff?

10. Determination of priorities of services to be performed by the state in the area of leadership and coordination.

11. What influence could and should the regional Education Service Centers have on the responsibilities of the state for leadership and coordination?

There are many other factors that have an influence upon the leadership, coordination and regulatory roles of the staff of the Department of Occupational Education and Technology. It would seem to the Council that these should be identified, that grass roots thinking concerning the state role in these areas should be sought.

The growth and development of technical, vocational and manpower education; the formation of the Coordinating Board, Texas College and University System; development of administrative and service capabilities at the local and regional levels and many other factors, some of which are mentioned above have caused a fragmentation of the administrative structure and delivery system and created substantial competition for limited resources with which to meet the rapidly growing demand for preparing people for jobs in a rapidly developing and changing economy in Texas.

The Council therefore recommends:

1. That the State Board of Education cause to be conducted a comprehensive review of the administration of technical-vocational education in Texas and based upon the findings of the review, develop and implement the administrative structure that can most effectively serve the state's needs for program development, leadership, coordination and administrative regulation and similar responsibilities of the State Board of Education in this area.

Board Action: As of the publication date of this plan final action on Recommendation VI has not yet been taken by the State Board. The decision was made to delay action until the Vocational Committee of the State Board of Education has had an opportunity to review the functions of the Department of Occupational Education and Technology.

APPENDIX III

MINIMUM QUALIFICATIONS OF PERSONNEL

DEPUTY ASSOCIATE COMMISSIONER
FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY

GENERAL DESCRIPTION

Performs highly responsible administrative and consultative work under the immediate supervision of the Associate Commissioner for Occupational Education and Technology. Assists and advises the Associate Commissioner in planning, organizing, directing, coordinating and controlling the overall operation of the Department of Occupational Education and Technology. Works under administrative direction with wide latitude for initiative and independent action and judgment.

EXAMPLES OF WORK PERFORMED

Acts for and in the absence of the Associate Commissioner for Occupational Education and Technology.

Ensures stability and continuity of the overall operation of the Department.

Responsible for developing and negotiating, or assisting in the negotiation of contracts with various departments, agencies and/or institutions in both the State and Federal governments.

Responsible for coordination, compliance and follow-up on all programs, projects and activities related to applicable State and Federal statutes and regulations.

Establishes and maintains close cooperation and liaison with such other State agencies as the Texas Employment Commission, Texas Office of Economic Opportunity, Coordinating Board, Texas College and University System, and various regulatory and licensing agencies of the State in all occupational program matters requiring joint or multiple approval.

Organizes, plans, and coordinates functions of operating divisions in achieving the goals and objectives of the Department of Occupational Education and Technology.

Acts as a focal point for all matters relating to occupational education as it pertains to interested groups, such as trade associations, business and industrial concerns, chambers of commerce, municipalities, etc.

May supervise a staff of professional, technical, or clerical personnel engaged in performing a variety of special program activities.

Performs related activities as required.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

A minimum of eight years experience in positions that provided extensive knowledge of Agency programs, functions, organizational structure, and operational policies and procedures, four years of which must have been in an administrative, managerial, or supervisory capacity.

Education

Minimum of a master's degree or equivalent post-baccalaureate education and/or experience of the nature specified above which may be substituted therefor.

Knowledge, Skills, and Abilities

Extensive knowledge of Texas School Laws and policies of the State Board of Education, including the State Plan for Vocational Education relating to administration and supervision of vocational education programs, and extensive knowledge of programs of vocational education.

Ability to interpret Agency policies and procedures regarding vocational education and to maintain effective working relations with school officials, board members, and other groups and organizations interested in vocational education.

License

Valid teacher's certificate in vocational education.

DIRECTOR OF ADMINISTRATIVE SERVICES

GENERAL DESCRIPTION

Performs highly responsible administrative and consultative work under the general direction of the Associate Commissioner for Occupational Education and Technology. Has overall responsibilities in development of statistical data, departmental publications, and forms.

EXAMPLES OF WORK PERFORMED

Reviews, prepares, or causes to be prepared various financial and statistical reports on vocational education for dissemination to the United States Office of Education, State Legislature, State Advisory Council for Technical-Vocational Education in Texas, State Board of Education, and general public.

Prepares plans for the implementation and refinement of processes and procedures in the administration of programs, including reporting systems and processes for reimbursements to local schools.

Prepares, edits, evaluates, coordinates, and recommends approval of various publications for occupational education and technology.

Assists local school officials, Boards of Education, and school architects in the planning, constructing, and utilizing school plant facilities for occupational education in accordance with provisions and policies of the State Board.

Maintains liaison and a close working relationship with the State Advisory Council for Technical-Vocational Education in Texas.

Participates in divisional, departmental, and Agency planning.

Performs other duties as may be assigned by the Associate Commissioner.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive experience in conducting, supervising, and administering programs of vocational education and in working with school administrators, occupational and other groups in organizing programs.

Education

Graduate degree with extensive preparation as a teacher, supervisor, or administrator of vocational education programs.

Knowledge, Skills, and Abilities

Extensive knowledge of the operation and financing of programs of vocational education and similar programs, and of Texas School laws and policies of the State Board of Education, including State Plans and Agreements approved by the Board.

Ability to interpret Agency policies and procedures relating to responsibilities assigned to the Department; to analyze contracts, agreements, and reimbursement claims; to organize and implement plans, as necessary, for revision of procedures in administration of programs; and to develop bases for innovation in programs, including experimental and pilot programs.

License

Valid certificate as a vocational teacher and administrator.

DIRECTOR, DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT

GENERAL DESCRIPTION

Performs responsible supervisory and administrative work in the Department of Occupational Education and Technology of the Texas Education Agency. Under the general direction of the Associate Commissioner for Occupational Education and Technology, is responsible for directing and supervising all activities of the Division of Occupational Research and Development; providing consultative services to universities, colleges, junior colleges, local school districts, and other appropriate organizations and agencies; identifying areas of needed research; designing research projects; collecting and analyzing data and disseminating the results. Supervises a staff of professional and non-professional assistants engaged in consultative and clerical work concerning research and statistics.

EXAMPLES OF WORK PERFORMED

Stimulates research by encouraging exploration into the problems of vocational, technical, and adult education.
Provides technical assistance in the development, evaluation, and funding of research project proposals.
Assists in developing pilot programs for testing and making practical application of research data.
Develops instruments and techniques for evaluating occupational programs of the State.
Surveys data on employment opportunities, emerging occupational trends, and job projections which serve as a base for planning occupational programs, curricula and facilities.
Maintains liaison with other divisions of the Texas Education Agency, other agencies of the State, universities, colleges, junior colleges, and local school districts on various phases of research and development.
Maintains liaison with other State Departments having Occupational Research Coordinating Units.
Maintains liaison with the United States Office of Education on matters of occupational research and dissemination.
Consults with visitors to the Agency seeking information regarding occupational research and information.
Performs related work as required.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive experience in public schools or colleges, some of which should be in an administrative capacity and in specialized research activities.

Education

Formal education through graduate degree, including special courses in research methods and statistics.

Knowledge, Skills, and Abilities

Extensive knowledge of occupational and education research.

Ability to interpret policies and procedures relating to research and statistical methods and activities.

Ability to establish and maintain effective working relationships with schools, colleges, other agencies, and interested groups concerning various phases of research and statistics.

DIRECTOR, POST-SECONDARY OCCUPATIONAL EDUCATION AND TECHNOLOGY

GENERAL DESCRIPTION

Performs responsible supervisory and administrative work in the Department of Occupational Education and Technology of the Texas Education Agency. Under general direction of the Associate Commissioner for Occupational Education and Technology, is responsible for directing and coordinating the work of vocational divisions in assisting public junior colleges develop and improve programs of vocational-technical education.

EXAMPLES OF WORK PERFORMED

Directs and coordinates the work of all vocational program divisions in conducting community and area surveys and in working with the Texas Employment Commission, committees of public junior college officials, and with each junior college in determining need for vocational-technical programs in the State and in respective areas of each junior college.

Develops procedures for assisting public junior colleges develop programs of vocational-technical education and directs and coordinates work of all vocational program divisions in assisting these institutions in planning and organizing programs.

Directs and coordinates the work of all vocational program divisions in developing instructional materials, organizing and conducting teacher-training programs, and in reviewing, evaluating, and improving programs of vocational-technical education conducted by public junior colleges.

Directs and coordinates the work of all vocational program divisions in supplying the Division of Public Junior Colleges with information requested by that Division relating to vocational-technical education, manpower training programs, civil defense adult education, and literacy education.

Directs and coordinates the work of all vocational program divisions in assisting public junior colleges develop experimental programs and in approval of work-study programs for junior college students.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive experience in programs of technical or occupational education, including some experience in administration or supervision of these programs.

Education

Graduate degree with extensive preparation as a teacher and supervisor or administrator of vocational-technical education.

Knowledge, Skills, and Abilities

Extensive knowledge of vocational-technical education programs in public junior colleges, Texas school laws and policies of the State Board of Education, including the State Plan for Vocational Education relating to administration and supervision of vocational-technical education programs.

Ability to interpret Agency policies and procedures relating to vocational-technical education programs and to work effectively with public junior college officials, vocational program divisions, and other groups and organizations interested in vocational-technical education.

DIRECTOR, PUBLIC SCHOOL OCCUPATIONAL PROGRAMS

GENERAL DESCRIPTION

Performs highly responsible supervisory and administrative work in the Department of Occupational Education and Technology. Under general direction of the Associate Commissioner for Occupational Education and Technology, is responsible for directing and coordinating the development, evaluation, and improvement of programs of vocational education. Supervises a staff of assistants engaged in program development, evaluation, and improvement.

EXAMPLES OF WORK PERFORMED

Develops procedures for conducting community and area surveys to determine need for programs requested by schools and directs work of staff members in making these surveys.
Directs development of job analyses, courses of study and instructional materials, in revising and improving present programs of vocational education, and in developing new programs.
Directs development of experimental programs and programs for students having illiteracy and other deficiencies.
Directs development of effective programs of teacher training for instructors of programs preparing students for gainful employment.
Coordinates and administers standards for programs training students for gainful employment.
Coordinates and administers review of applications of schools for approval as area vocational schools, funds for construction of area school facilities, equipment, and work-study programs for students.
Directs and coordinates work of vocational divisions in assisting schools providing vocational guidance and counseling programs for students.
Develops procedures and directs the work of staff members in evaluating the quality of all programs of vocational education in the State.
Assists school administrators in evaluating present programs in accordance with occupational opportunities for students and in revising, redirecting, and improving programs as needed to be realistic in the light of actual occupational training needs.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive experience in programs of vocational education as a teacher and supervisor or administrator, and should have extensive experience in gainful employment.

Education

Minimum of a Baccalaureate Degree and graduate work with extensive preparation in administration and supervision of vocational education.

Knowledge, Skills, and Abilities

Extensive knowledge of Texas school laws and policies of the State Board of Education, including the State Plan for Vocational Education relating to administration and supervision of vocational education programs, and extensive knowledge of programs of vocational education.

Ability to interpret Agency policies and procedures regarding vocational education and to maintain effective working relations with school officials, board members, and other groups and organizations interested in vocational education.

License

Valid teacher's certificate in vocational education.

DIRECTOR, PROPRIETARY SCHOOLS AND VETERANS EDUCATION Class No. 7205

GENERAL DESCRIPTION

Performs responsible administrative work in the Division of Proprietary Schools and Veterans Education. Under general direction of the Associate Commissioner for Occupational Education and Technology, is responsible for planning and directing all professional, administrative and clerical activities relating to supervision of programs approved for the training of veterans and other persons eligible to receive benefits from the Veterans Administration, and the licensing of all proprietary schools in the State affected by the requirements of the State laws. Supervises a staff of assistants engaged in administrative and consultative work; interprets and administers applicable Federal laws, regulations, guidelines and policy decisions; develops and supervises maintenance of standards for approval of programs eligible for veterans training; develops standards for licensing and supervises operations of proprietary business, trade, and vocational schools.

EXAMPLES OF WORK PERFORMED

Coordinates policy with Veterans Administration, Department of Labor, Federal Aviation Administration and other Federal and State agencies relating to veterans education and training. Supervises the processing of applications for approval of all types of programs in institutions of higher learning, business and trade schools, flight schools, apprenticeship training programs, and all other programs of training on the job for veterans.

Develops standards for licensing of proprietary schools offering business, trade and vocational courses.

Coordinates the planning and organization of administrative bulletins and guides to aid proprietary school officials in applying for licensure; to aid officials of other institutions and training establishments in applying for veterans approval; and to aid schools and training establishment officials in organizing and conducting effective programs.

Supervises licensure activities for proprietary schools in accordance with policies adopted by the State Board of Education pursuant to the provisions of the State laws and administers and interprets policies relating to the operation of proprietary schools approved to operate in the State.

Supervises the development and revision of Agency guidelines for school monitoring procedures and the assessment of data used to determine appropriate policy and future needs.

Supervises the monitoring process of programs in licensed proprietary schools and in schools and establishments approved for veterans training.

Coordinates procedures used in data compilation for budgetary and travel projections relating to proprietary schools and other institutions and establishments approved for veterans training.

Supervises preparation of annual contract with Veterans Administration for reimbursement of salary and travel expenses for staff activities related to veterans approval functions.

Supervises overall program planning, school visit projections, and staff development.

Performs other related work as required.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive supervisory experience in dealing with proprietary schools and in administration of approval functions in the veterans education program.

Education

Graduation from a four-year college or university

Knowledge, Skills, and Abilities

Extensive knowledge of laws and regulations governing approval of programs for veterans and other persons eligible to receive benefits from the Veterans Administration and of laws, regulations, and policies of the State Board of Education dealing with licensure of proprietary schools.

Ability to interpret Agency policies and procedures relating to the supervision of programs in proprietary schools and to maintain effective working relations with school officials and other agencies and individuals involved in training programs for veterans.

EDUCATIONAL PROGRAM DIRECTOR

GENERAL DESCRIPTION

Performs responsible supervisory and administrative education work in a Specialized Education Division of the Texas Education Agency. Work is performed under general direction of the Associate Commissioner and incumbent is responsible for the development and administration of programs in a major educational specialty or in a major curriculum area. Supervises a staff of assistants and performs work within limits determined by Agency policies and procedures relating to the specific program.

EXAMPLES OF WORK PERFORMED

Provides consultative service to local schools throughout the State for the purpose of improving classroom instruction.
Supervises the preparation of Agency curriculum publications and instructional materials.
Studies and analyzes new textbooks submitted to the Agency throughout the year.
Confers with school board members, superintendents, teachers and publishing company representatives, interpreting Agency policies and new programs relating to curriculum and instruction.
Serves in an advisory capacity to the Accreditation Committee.
Edits and approves bulletins and technical manuals prepared by staff members and instructors.
Reviews and evaluates program reports submitted periodically from schools and confers with school officials and teachers regarding methods of improving instructional programs.
Prepares and directs the preparation of techniques and procedures used by supervisory staff in the improvement of supervisory and consultative service to local school administrators and teachers.
Provides consultative service to public school officials and teachers concerned with Statewide and community surveys, class organization and operation, curriculum planning, equipment selection, and the layout and construction of shops and laboratories.

Evaluates reports submitted by local school officials describing operation of education programs and confers with school officials, assistant state supervisors and the Associate Commissioner in improvement of programs when reports indicate improvement is needed.
Serves as a member of the Administrative Council.

EXAMPLES OF WORK PERFORMED

Serves as Agency representative on advisory committees studying various phases of the instructional program.
Serves as a member of an accreditation team in evaluating schools by accreditation standards adopted by the State Board of Education.
Performs related work as assigned.

GENERAL QUALIFICATIONS

Experience and Training

Should have extensive experience in public schools or colleges relating to the designated educational program under his direction and for which he is responsible. Should have demonstrated competence in an administrative or supervisory position in his area of educational specialization.

Education

Master's Degree in the appropriate field of educational specialization supplemented by any specialized courses necessary in his professional discipline.

Knowledge, Skills, and Abilities

Extensive knowledge of methods, instructional programs, and techniques pertinent to his educational specialty. Ability to plan, organize, and execute an effective educational program in his designated field of education. An understanding of human motivation and the ability to apply such knowledge to maintain good working relationships with co-workers, subordinates, public school officials, and other specialized educational groups.

License

Certified teacher in his specialized educational discipline.

CHIEF CONSULTANT, INSTRUCTIONAL SERVICES

GENERAL DESCRIPTION

Performs responsible professional consultative service and administrative work in coordinating and directing program activities of educational consultants in a specified division of the Texas Education Agency. Work involves responsibility for coordinating program development with instructional standards in elementary and secondary schools and with standards for teacher education programs in colleges and universities; providing professional consultative service work in the development and improvement of local school instructional programs for the Division of Curriculum Development, Guidance and Supervision, Vocational Education, or Civil Defense Adult Education; and promoting, developing, and providing leadership in the improvement of instructional programs in various curriculum areas, including science, mathematics, modern foreign languages, vocational education, adult education, or guidance within the elementary and secondary schools and colleges of the State. Work is performed under the direction of director of appropriate division and is evaluated through review of written reports, materials, and conferences with division directors and assistant commissioners.

EXAMPLES OF WORK PERFORMED

Represents an authority in one or more specialized areas of the curriculum or instructional program. Works with professional groups and educators to improve and develop standards for upgrading instruction at all levels from elementary school through graduate programs in colleges and universities of the State.
Coordinates program activities of educational consultants to ensure continuity of effort and economy of time.
Provides consultative services to administrators of schools and colleges, teachers, and representatives of other interested groups in planning for instructional improvements in one or more of the areas of vocational education, civil defense adult education, and other curriculum areas included in elementary and secondary schools and in colleges offering programs of teacher education.
Develops and provides leadership to local school administrators in the utilization of instructional facilities.
Participates in the writing and preparation of publications.
Visits school districts and prepares written analysis and recommendations concerning improvement of the instructional program.
Participates in staff conferences and planning activities designed to strengthen instruction on a Statewide basis in all areas of vocational education, adult education, and other curriculum areas in the elementary and secondary school.
Performs related work as assigned.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have considerable experience in leadership requiring the exercise of independent judgment in program development. Should have teaching or supervisory experience in public schools or colleges.

Education

An earned graduate degree from an approved college or university in the appropriate area of specialization.

Knowledge, Skills, and Abilities

Thorough knowledge of the techniques and methods of planning, organizing, and preparing instructional improvement materials, courses of study, manuals of practices, procedures for leadership publications, organizing and conducting workshops, and a thorough understanding of the overall functions of the education program in Texas.

Ability to assume leadership role in conferences and workshops; to establish and maintain effective working relationships with associates, school administrators and teachers; to study and evaluate teaching programs in progress and render sound recommendations on necessary changes or alterations; and to use creative ability in presentation of instructional material, reports, and ideas, orally and in writing, in a clear, concise manner.

License

Valid teaching certificate in the field of specialization.

CONSULTANT, INSTRUCTIONAL SERVICES

GENERAL DESCRIPTION

Performs professional consultative service work in the development and improvement of local school instructional programs for the Division of Curriculum Development, Guidance and Supervision, Vocational Education, or Civil Defense Adult Education. Work involves the responsibility for promoting, developing, and providing leadership in the improvement of instructional programs in the various curriculum areas, such as science, mathematics, modern foreign languages, vocational education, adult education, or guidance within the elementary and secondary schools and colleges of the State. Independent judgment is exercised on regular consultative assignments and reference is made to the director of the appropriate division on matters pertaining to major publications, policies, and procedures of the Agency. Work is evaluated through review of written reports, materials, and conferences with division directors and assistant commissioners.

EXAMPLES OF WORK PERFORMED

Provides consultative services to administrators of schools and colleges, teachers, and representatives of other interested groups in planning for instructional improvements in one or more of the areas of science, mathematics, modern foreign languages, guidance, all areas of vocational education, civil defense adult education, and other curriculum areas included in elementary and secondary schools and in colleges offering programs of teacher education.
Develops and provides leadership to local school administrators in the utilization of instructional facilities.
Participates in the writing and preparation of publications.

Visits school districts and prepares written analysis and recommendations concerning improvement of the instructional program.
Assists school administrators and teachers in planning laboratories and other facilities.
Assists in the planning and development of educational programs using existing State and local education resources and materials of instruction.
Assists school administrators and teachers in planning laboratories and other facilities to develop the respective areas of instruction.
Serves as a resource person, speaker, and evaluator to groups of teachers, administrators, lay organizations, or others working on specific problems.
Assists in planning, organizing, and conducting conferences and workshops on the improvement of elementary and secondary school programs, adult education programs, guidance and the improvement of instruction.
Participates in regional and national programs and studies to bring their findings and conclusions to educational programs of Texas, as well as to share Texas' program developments with other states.
Participates in staff conferences and planning activities designed to strengthen instruction on a Statewide basis in all areas of vocational education, adult education, and other curriculum areas in the elementary and secondary school.
Performs related work as assigned.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have considerable teaching or supervisory experience in public schools or colleges.

Education

An earned graduate degree from an approved college or university in the appropriate area of specialization.

Knowledge, Skills, and Abilities

Should have thorough knowledge of the techniques and methods of planning, organizing, and preparing instructional improvement materials, courses of study, manuals of practices, procedures for leadership publications, organizing and conducting workshops, and a thorough understanding of the overall functions of the education program for Texas.

Ability to assume leadership role in conferences and workshops; to establish and maintain effective working relationships with associates, school administrators, and teachers; to study and evaluate teaching programs in progress and render sound recommendations on necessary changes or alternations; and to use creative ability in presentation of instructional material, reports, and ideas, orally and in writing, in a clear, concise manner.

License

Valid teaching certificate in the field of specialization.

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DIRECTOR, PROGRAM FUNDS MANAGEMENT DIVISION

GENERAL DESCRIPTION

Performs highly responsible supervisory and administrative work in the Department of Administration of the Texas Education Agency. Under general direction is responsible for directing, coordinating, and controlling the management of Federal program funds available to the local school districts of the State. Monitors and provides technical assistance in program operations. Supervises a staff engaged in controlling, reviewing, and approving program proposals submitted by local school districts. Work is performed within limits determined by Agency policies and procedures.

EXAMPLES OF WORK PERFORMED

Develops criteria to be used in processing of applications from local school districts.

Establishes procedures to be followed in the control, review, and approval of applications received from school districts.

Supervises the administrative review and approval of all program applications to determine that each program is compatible with the statewide design for comprehensive educational planning and that program elements relate to the stipulated objectives.

Directs staff activities to advise and assist local school districts in completing program applications and required reports.

Monitors the local school districts to check program activities against application objectives and narratives.

Coordinates the activities of the Funds Management Division with other divisions of the Agency to eliminate duplication of effort and ensure understanding and agreement between interested activities.

Supervises preparation of budget guidelines governing use of Federal funds.

Prepares and forwards consolidated reports to United States Office of Education as required.

Performs related work as assigned.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have extensive experience in public school administration in the development of curriculum and educational programs.

Knowledge, Skills, and Abilities

Extensive knowledge of modern accounting, data processing procedures, office routines and practices, and training techniques.

Extensive knowledge of State and Federal fiscal policies and practices.

Skill in public and human relations.

Ability to write in clear and literate manner.

Ability to communicate orally with large groups on business management and financial subjects and to work effectively with a variety of individuals and groups.

Ability to direct and coordinate the work of a large number of employees engaged in many tasks, proven skill in problem analysis.

DIRECTOR OF SCHOOL AUDITS

GENERAL DESCRIPTION

Performs highly responsible administrative, supervisory, and fiscal work in directing the entire public school audit program of the Texas Education Agency. Work involves planning, developing procedures, coordinating, and reviewing work of professional supervising auditors and their subordinates in verifying claims for State and Federal funds and other financial records of the public school systems of the State. Works under the general direction of the Assistant Commissioner for Administration in maintaining an effective audit program with wide latitude for independent action in accordance with Agency policies.

EXAMPLES OF WORK PERFORMED

Directs the providing of professional assistance to local school systems in designing effective, improved fiscal policies and accounting systems, including design and installation of efficient attendance accounting systems.

Supervises and directs the planning, scheduling, and implementation of detailed auditing of school system records pertaining to all phases, programs, and projects involved in the operation of the district and administered by the Agency, including expansions and new programs added through Foundation Act amendment and Federal Assistance.

Responsible for the gathering of required pertinent data and the computation of the Economic Index for each county in the State.

Bears responsibility for the design of uniform budgeting, accounting, and auditing procedures required under Federal-assistance programs administered by the Agency, including the establishment of required procedures to be employed by public accountants in auditing school system records.

Reviews and interprets for subordinates changes in policies and procedures affecting responsibilities and operations of the Division; revises procedures as needed to maintain maximum efficiency.

Directs the review of all audit reports received from subordinates; supervises the preparation of audit reports for distribution to concerned Agency divisions; prepares other special reports as requested.

Presents audit reports at hearings involving violations of policies and regulations of the State Board of Education.

Directs and supervises the entire office operation of the Division.

In cooperation with the Director of Staff Development, conducts recruiting, selection, training, and promotion program for division personnel.

Education

Graduate degree in educational administration, including courses in educational planning and supervision.

Knowledge, Skills, and Abilities

Extensive knowledge and understanding of Agency comprehensive educational planning, Texas school laws, policies of the State Board of Education applicable to Federal laws, regulations, programs, agencies, and operations.

Ability to plan, organize, supervise, and direct the work to effectively manage the program funds involved in comprehensive educational planning.

Ability to work effectively with many different people and agencies at the local, regional, State, and Federal levels.

EDUCATIONAL WRITER

GENERAL DESCRIPTION

Performs responsible professional level work in planning and preparing designated written materials of educational value for the Texas Education Agency. Work is performed under the general direction of the responsible Assistant Commissioner and Division Director concerned.

EXAMPLES OF WORK PERFORMED

Prepares Agency educational reports, bulletins, brochures, and other similar materials.

Develops and refines materials of general and professional interest for publication in educational journals and periodicals.

Prepares informational material for release to mass media.

Reviews and edits material prepared by educational consultants and other members of the professional staff.

Assists other members of the professional staff in preparing and refining material for speeches and other public presentations.

Serves in consultative capacity to others as required.

Performs related work as assigned.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Should have experience in teaching, as well as considerable successful experience in the field of journalism.

The journalistic experience should include several years as a working member of the press or its equivalent, with duties requiring close cooperative work with a large educational system or institution.

Education

Graduate of recognized college or university with a major in journalism.

Knowledge, Skills, and Abilities

Should have thorough knowledge of techniques and methods of planning, organizing, and preparing various types of materials.

Ability to understand, evaluate, organize, and to express ideas obtained from others in a clear and concise manner.

Ability to maintain good working relationships with others.

BUSINESS MANAGER

GENERAL DESCRIPTION

Performs highly responsible administrative and management service work in a large State Agency with a complex organizational structure and a large number of field offices. Provides leadership and direction for all business management functions of the Agency; these include accounting, budgeting, contracts, internal auditing, purchasing, printing, office services, reporting, forms and procedures design, property management and control, local audit review, consultative services relating to public school accounting, budgeting and auditing, and program financial management. Subject to the general direction of the Deputy Commissioner, exercises considerable independent initiative and judgment.

EXAMPLES OF WORK PERFORMED

Directs the work of eleven departments or sections within the Business Office.

Assists program directors in the interpretation, formulation, and implementation of program financial requirements.

Assists public schools in solution of problems relating to accounting, auditing, budgeting, and business practices.

Develops accounting, statistical, and other systems as required.

Directs the review of the annual audit reports of public school districts.

Prepares financial reports pertaining to all programs and projects.

Assists in general Agency planning and programming.

Maintains liaison with State Treasurer, Comptroller, and Board of Control on matters relating to State funds, procurement, policies, and regulations.

Performs related work as assigned.

GENERAL QUALIFICATION REQUIREMENTS

Experience and Training

Extensive experience in applied business management, accountancy, data processing, and related fields. At least four years experience as comptroller or business manager.

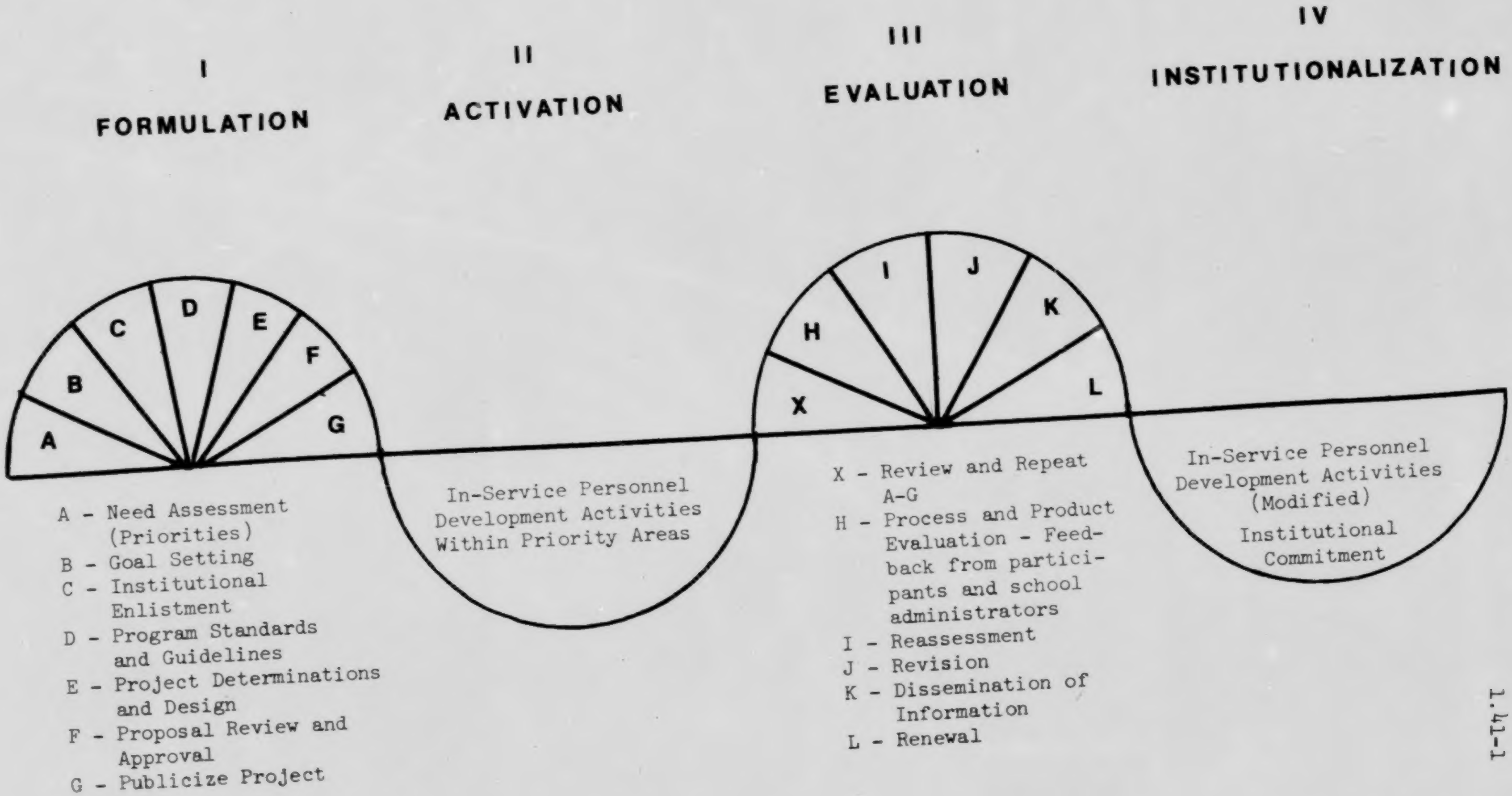
Education

Graduation from college or university with major in accounting and business administration.

APPENDIX IV

DESIGN FOR TEXAS PERSONNEL DEVELOPMENT

DESIGN FOR TEXAS PERSONNEL DEVELOPMENT



I
FORMULATION

A - Need Assessment (Priorities)
B - Goal Setting
C - Institutional Enlistment
D - Program Standards and Guidelines
E - Project Determinations and Design
F - Proposal Review and Approval
G - Publicize Project

II
ACTIVATION

In-Service Personnel Development Activities Within Priority Areas

III
EVALUATION

X - Review and Repeat A-G
H - Process and Product Evaluation - Feedback from participants and school administrators
I - Reassessment
J - Revision
K - Dissemination of Information
L - Renewal

IV
INSTITUTIONALIZATION

In-Service Personnel Development Activities (Modified)

Institutional Commitment

APPENDIX V

OPERATING PROCEDURES
FOR
PROFESSIONAL PERSONNEL PREPARATION AND DEVELOPMENT

TEXAS EDUCATION AGENCY
Austin, Texas

OPERATING PROCEDURE
NO. 05-22

May 19, 1970

PERSONNEL

OUT-OF-AGENCY STAFF DEVELOPMENT

1. Purpose. To publish the policy and procedures governing out-of-agency staff development within the Texas Education Agency under the State Employees Training Act of 1969.

2. Scope. This directive applies to all personnel of the Texas Education Agency.

3. Responsibility. The Personnel and Staff Development Division (11-4) is the office of primary responsibility for this procedure. The Business Office (16-1) has secondary responsibilities relating to the financial aspects of these procedures.

4. Definitions.

   a. Out-of-Agency Staff Development - Education or training sponsored by the Agency for selected individual staff members. It may consist of workshops, seminars, institutes, training sessions, college courses (with or without academic credit) and other special programs or activities offered either within or outside the State. It must be of a concentrated, precise content and designed to improve the individual's professional or technical knowledge in the performance of his present or prospective duties and responsibilities. It must also be compatible with the individual's field of specialization and to a plan for his development as recommended by both his director and his assistant/associate commissioner.

   b. Registration Fees - Those fees charged by the sponsoring institution, the payment of which is prerequisite to enrolling in or otherwise attending courses of instruction deemed essential to the furtherance of the educational or administrative duties imposed upon the Agency. Such fees do not include, and should not be confused with, those required for attendance at meetings, conferences, etc. held by various associations and other state or national organizations. Neither do they include professional membership fees, subscriptions, dues, charitable bequests or gratuities.

c. Other Fees and Expenses - Includes laboratory and/or other special fees, tuition, material, supplies, textbooks, etc. required for participation in a course of instruction.

5. Procedures.

a. Annual Budget Estimates for Out-of-Agency Staff Development - Assistant/Associate Commissioners will submit an annual budget estimate for the out-of-agency staff development for their respective staff members. This estimate will be submitted to the Director of Personnel on or before April 1 of each year using the format contained in Attachment One (1) to this procedure. Forms may be obtained from the Personnel Office. A separate schedule for each division/section within each department/office should be submitted.

b. Submission of Individual Requests for Out-of-Agency Staff Development - A "Request for Out-of-Agency Staff Development Training" (TEA Form PSD-0010) must be initiated to cover each person selected for such education or training. (See attachment No. 2 for sample form). Forms will be accomplished in accordance with the instructions on the reverse side of the third (pink) copy of each set. All brochures, pamphlets, letters, etc. containing information pertaining to a course must be attached to the request. No money for any training can be obligated or expended until the request has been approved by the Commissioner. Requests must be submitted not later than thirty (30) days prior to the cutoff date specified by the sponsoring institution or organization to provide adequate time for local review, final action, and administrative processing.

c. Processing Vouchers for Payment of Out-of-Agency Staff Development - Approved training or education courses will be paid only in one of the following ways:

(1) Use of an Interagency Contract and Purchase Voucher - Where the institution providing the course is a State of Texas Agency and the amount is $25.00 or more, a

Purchase Voucher must be supported by an Interagency Contract approved in advance by the Board of Control. The Board of Control should receive the contract at least five (5) days prior to commencement of the education or training. Agency personnel must provide adequate time to obtain Board of Control approval. Where the amount is less than $25.00, the voucher will be processed through the Board of Control. The services received must be itemized and the voucher must contain the following statement:

> "Interagency services performed as authorized in Article 4413 (32), Sec. 4., R.C.S."

More than one training course and more than one participant may be included in an Interagency Contract drawn for the total dollar amount. Any questions concerning Interagency Contracts should be referred to the Business Office.

(2) Use of a Purchase Voucher (TEA Form 38) - Where the institution providing the course is not a State Agency, a State of Texas Purchase Voucher must be submitted to the Texas Education Agency by the sponsoring institution. To be processed for payment, it must be approved by the Division Director, the Director of Personnel and Staff Development and forwarded to the Business Office. The following statement must appear under the section titled "Description of Articles or Services":

> "Payment for registration, tuition, materials, and other fees for (enter name of participant) for attendance at a (enter no. of days) (institute, seminar, workshop, etc.) at (enter name of institution and location) at the direction of the Commissioner of Education on official State business for the benefit of the Texas Education Agency and the improvement of professional or technical knowledge in the performance of his State job."

(3) Use of a Travel Voucher (TEA Form 146) - When Agency personnel are requesting reimbursement for registration fees paid by submitting a Travel Voucher, which voucher includes per diem and/or travel expense and/or registration fees or other expense related to the training session, such vouchers must bear the approval of the Director of Personnel and Staff Development in addition to regular requisite signatory approval. The following statement must be included in the section of the voucher titled "Record of Transportation Duties Performed":

> "Payment of travel, per diem, registration, tuition, and/or other expenses to the claimant for attendance at a (enter no. of days) day (institute, seminar, workshop, etc.) at (enter name of institution and location) at the direction of the Commissioner of Education on official State business for the benefit of the Texas Education Agency and the improvement of professional or technical knowledge in the performance of his State job."

The regular monthly Travel Voucher will be used for this purpose and the entry for staff development will be made in chronological order.

Evaluation.

d. Each participant in the out-of-agency staff development program will be required to submit an evaluation report within ten (10) working days after the conclusion of his training. Reports will be submitted to the Director of Personnel and Staff Development on the form in Attachment No. 3. Forms may be obtained from the Personnel Office. Reports will be sent through the division director and the associate/assistant commissioner for their information.

J. W. Edgar

J. W. Edgar
Commissioner of Education

Attachments: Three

OPR: Personnel

TEXAS EDUCATION AGENCY
Austin, Texas

OPERATING PROCEDURE
NO. 05-24

May 21, 1970

PERSONNEL

COLLEGE DEGREE PROGRAM

1. Purpose. To publish the procedures pertaining to the Agency's College Degree Program under the State Employees Training Act of 1969 and the Policies of the State Board of Education on this subject.

2. Scope. This procedure applies to all personnel of the Texas Education Agency.

3. Responsibility. The Personnel and Staff Development Office (11-4) is the office of primary responsibility for this directive.

4. Educational Leaves of Absence.

   a. Staff members may be granted leaves of absence with pay to pursue full-time graduate or under graduate courses of study related to their present or future job assignments and which can be expected to improve their value to the Agency. Such leaves of absence from the employee's regular work assignments shall not exceed an aggregate of twelve (12) calendar months in any five-year period.

   b. Leaves of absence may be granted to employees engaged in dissertation writing, if they are enrolled in an accredited university for this purpose during leave.

   c. Employees granted leaves of absence for educational purposes may not engage in any other activity that is financially compensating. They may not receive financial aid for educational purposes from other sources.

   d. Such a leave is a privilege and not a right of employment.

5. Eligibility for Educational Leave. A staff member must meet the following criteria to receive consideration for selection to participate in this

program:

a. A minimum of two years of Agency service in a professional, technical, or administrative position.

b. Be recommended, without reservation, by his immediate supervisor, division director and assistant/associate commissioner based on personal character traits, job performance, and potential value to the Agency. His assistant/associate commissioner must also make budgetary provision for substitutes or other satisfactory plans to accommodate the workload normally handled by the staff member.

c. Have met all qualifications and conditions of employment for his present position.

d. Be admitted to the appropriate college or graduate school prior to the submission of his application for participation in the college degree program.

e. Provide evidence of satisfactory performance on previous college work and on any required tests, such as the Graduate Record Examination, as may be applicable.

f. Requests for leave should be filed well in advance of the time of leave. January 15 is the closing date for receiving applications for educational leave which is to start in the next fiscal year.

6. Obligations. Staff members who are selected for training under the College Degree Program have the primary obligation to prepare themselves to serve the Agency more effectively by successfully completing the degree program approved for them. Secondary obligations consist of the following:

a. Service Following Training.

Prior to beginning a leave of absence, an employee shall agree and affirm that upon completion of the training program he will remain with the Agency for a period at least equal to the length of his leave of absence, but in no case for less than one calendar year for each full academic year of graduate training completed by the employee. If an employee is unable to work because of illness, pregnancy, military duty, or other circumstances beyond the employee's control, the service obligation shall be postponed until such time as the individual is able to resume employment.

b. Exoneration of Training Costs.

The total amount of training costs paid by the Agency shall constitute a loan to the employee and shall be exonerated upon completion of the period of service required.

c. Attendance and Performance as a Student.

Each employee must conform to the policies of the institution which he attends with regard to punctuality, attendance, holidays, recesses, absences due to illness, etc.

7. Benefits.

a. Salary and Accrued Leave.

Any employee selected to participate in this program shall draw his regular salary, remain eligible to accrue vacation and sick leave, and participate in other regular employee benefits while in a student status. Salaries of personnel participating in this program must be budgeted by the participant's department or office.

b. Graduate and Undergraduate Costs.

Payment of education costs, including registration, tuition, laboratory, and other required fees, but not including books, instruments, or other materials retained by the employee, shall be advanced by the Agency by making direct payment to the institution providing the training. In accordance with established travel regulations, employees shall be reimbursed for one round trip to and from their places of study during a consecutive twelve-month period and for expenses incurred during other travel required by the Agency.

8. Post-Graduate Assignment.

A student who satisfactorily completes his degree program must serve his period of work commitment and will be assigned to a position for which he qualifies by reason of his training. His assignment will usually be in the department/office from which he applied, but may be elsewhere if required by the needs of the Agency.

9. Procedures.

a. A Committee on the College Degree Program shall be appointed by the Commissioner to include the Deputy Commissioner who will be the Chairman. This Committee shall be broadly representative of the Agency with membership from each department or office under the supervision of an assistant/associate commissioner, or equivalent.

b. Applications for participation in the college degree programs shall be transmitted through supervisory channels and shall contain the signatures and comments of supervising officials through the rank of assistant/associate commissioner, or equivalent. (See Attachment No. 1) An applicant's administrative superiors may not refuse to transmit an application for educational leave for this purpose, although they should make pertinent comments thereon. Completed applications should be delivered to the Office of Personnel and Staff Development.

c. Applications may be submitted any time prior to January 15. Selections will be announced about April 1.

d. The Division of Personnel and Staff Development will screen applications to verify eligibility and determine compliance with administrative policies. That office will also maintain the necessary records and make the applications available to the College Degree Program Committee.

e. It is the Committee's responsibility to review the written statements of applicants, assess the relative merits of each application, and exercise its collective judgment in arriving at a decision in each case. The Committee's decision will not have reference to the question of whether or not the applicant's absence can be accommodated by his organization. It is expected, however, that any such reservation will have been noted by supervisory personnel on the application.

f. The Committee will submit to the Commissioner a list, in recommended order of merit, of applicants whose proposal it deems worthy and in the best interests of the Agency. The Committee will indicate also the names of those applicants whose absence cannot be accommodated according to the statements from their supervisors and line officials.

g. Final decisions regarding all applications will be made and announced by the Commissioner of Education. The files on applications and actions taken will be maintained by the Division of Personnel and Staff Development.

h. Rejected applicants may file again for the next fiscal year.

10. Progress Reports.

The Director of Personnel and Staff Development will be responsible to obtain periodic progress reports on all students enrolled under this program. The form contained in Attachment No. 2 will be used for that purpose. Any derogatory reports will be brought to the immediate attention of the Commissioner and other appropriate officials.

J. W. Edgar

J. W. Edgar
Commissioner of Education

Attachments: Two

OPR: Personnel

APPENDIX VI

DIRECTORY
OF
VOCATIONAL TEACHER TRAINING INSTITUTIONS

Vocational Teacher Education Institution Directory

Institution: Abilene Christian College
Abilene, Texas 79601

Service Area: Vocational Home Economics
Teacher Educators: Wilmeth, Dr. Marie, Head Teacher Trainer
Shoemaker, Dr. Kathryn, Teacher Trainer
Degrees Awarded:

Institution: Angelo State University
San Angelo, Texas 76901

Service Area: Distributive Education
Teacher Educator: Koeninger, Dr. Jimmy, Teacher Trainer
Degrees Awarded:

Institution: Baylor University
Waco, Texas 76703

Service Area: Vocational Home Economics
Teacher Educators: Miller, Mrs. Lynn T., Head Teacher Trainer
Aldredge, Dr. Gwen, Teacher Trainer
Degrees Awarded:

Institution: East Texas State University
East Texas Station
Commerce, Texas 75429

Service Area: Vocational Agricultural Education
Teacher Educators: Hughes, Dr. A. C., Head Teacher Trainer
Arnold, Dr. R. K., Teacher Trainer
Quarles, Dr. N. K., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Temple, Dr. Wathena, Head Teacher Trainer
McNew, Mrs. Dinah, Teacher Trainer
Degrees Awarded:

Service Area: Vocational Guidance Counselors
Teacher Educators: Troth, Dr. William, Head Teacher Trainer
Johnson, Dr. R. P., Teacher Trainer
Murphy, Dr. H. D., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Supervision
Teacher Educators: Jones, Dr. Webb, Head Teacher Trainer
Arnold, Dr. R. K., Teacher Trainer
Quarles, Dr. N. K., Teacher Trainer
McNew, Dr. L. D., Teacher Trainer
Degrees Awarded:

Service Areas: Health Occupations, Vocational Industrial Education, and Coordinated Vocational-Academic Education
Teacher Educators: Tilton, Darrell, Head Teacher Trainer
Dunahoo, J. Murl, Teacher Trainer
Murchison, Billy, Teacher Trainer
Degrees Awarded:

Institution: Incarnate Word College
San Antonio, Texas 78209

Service Area: Vocational Home Economics
Teacher Educators: Reynolds, Dr. Grace, Head Teacher Trainer
Hansen, Mrs. Virginia, Teacher Trainer
Degrees Awarded:

Institution: Lamar State College of Technology
Beaumont, Texas 77704

Service Area: Vocational Home Economics
Teacher Educators: McAlister, Dr. Dorothy W., Head Teacher Trainer
Anderson, Mrs. Virginia, Teacher Trainer
Wood, Mrs. Peggy, Teacher Trainer
Degrees Awarded:

Institution: Mary Hardin Baylor College
Belton, Texas 76514

Service Area: Vocational Home Economics
Teacher Educators: Lusk, Mrs. Judy, Head Teacher Trainer
Gibson, Mrs. Elizabeth, Teacher Trainer
Wilson, Mrs. Betty, Teacher Trainer
Degrees Awarded:

Institution: North Texas State University
Denton, Texas 76203

Service Area: Vocational Home Economics
Teacher Educators: Evans, Dr. Mary, Director
Riney, Miss Bobye, Teacher Trainer
Mangold, Dr. Lana, Teacher Trainer
Degrees Awarded:

Service Area: Distributive Education
Teacher Educator: Carter, Dr. Fairchild, Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Guidance Counselors
Teacher Educators: Carter, Dr. Fairchild, Teacher Trainer
McLeod, Dr. Pat, Teacher Trainer
Degrees Awarded:

Institution: Prairie View A&M College
Prairie View, Texas 77445

Service Area: Vocational Agricultural Education
Teacher Educator: Knotts, Dr. Clifton Don, Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Byrd, Dr. Flossie Marion, Head Teacher Trainer
Tomlinson, Dr. Lillie, Teacher Trainer
Degrees Awarded:

Service Areas: Health Occupations, Coordinated Vocational-Academic Education, and Vocational Industrial Education
Teacher Educator: Kynard, Dr. A. T., Director
Degrees Awarded:

Service Area: Vocational Guidance Counselors
Teacher Educator: Cherry, Dean, Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Supervision
Teacher Educators: Pullen, John W., Head Teacher Trainer
Knotts, Clifton D., Teacher Trainer
Degrees Awarded:

Institution: Sam Houston State University
Huntsville, Texas 77341

Service Area: Vocational Agricultural Education
Teacher Educators: Stewart, Vannoy, Head Teacher Trainer
Honeycutt, T. J., Teacher Trainer
Morrison, G. H., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Pace, Dr. Allena K., Head Teacher Trainer
Medford, Dr. Mattie Bea, Teacher Trainer
Linebarger, Dr. Lillian, Teacher Trainer
Van de Grift, Dr. Aleene, Teacher Trainer
Degrees Awarded:

Service Area: Vocational Guidance Counselors
Teacher Educator: Ward, Dr. Henry, Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Supervision
Teacher Educator: Stewart, Vannoy, Head Teacher Trainer
Degrees Awarded:

Institution: Southwest Texas State University
San Marcos, Texas 78666

Service Area: Vocational Home Economics
Teacher Educators: Harp, Dr. Mary Wanda, Head Teacher Trainer
Fisher, Dr. Margaret, Teacher Trainer
Moore, Dr. Nelwyn, Teacher Trainer
Shields, Ann M., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Agricultural Education
Teacher Educators: Elliott, Dr. James D., Head Teacher Trainer
Buie, Dr. T. R., Teacher Trainer
Degrees Awarded:

Service Areas: Health Occupations, Vocational Industrial Education, and Coordinated Vocational-Academic Education
Teacher Educators: Lindsey, Paul, Head Teacher Trainer
Goldsmith, James T., Teacher Trainer
Degrees Awarded:

Institution: Stephen F. Austin State University
Nacogdoches, Texas 75962

Service Area: Vocational Agricultural Education
Teacher Educator: Green, Dr. J. C., Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Durr, Dr. Gloria, Head Teacher Trainer
Rucker, Dr. Margaret, Teacher Trainer
Shivers, Mrs. Laura, Teacher Trainer
Spurrier, Mrs. Patsy, Teacher Trainer
Degrees Awarded:

Institution: Tarleton State College
Tarleton Station
Stephenville, Texas 76401

Service Area: Vocational Agricultural Education
Teacher Educators: Irick, Dr. Billy F., Head Teacher Trainer
Johnson, Dr. Johnny M., Teacher Trainer
Steakley, Dr. Lynn, Teacher Trainer
Degrees Awarded:

Institution: Texas A&I University
Kingsville, Texas 78363

Service Area: Vocational Agricultural Education
Teacher Educator: Wines, F. B., Head Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Sampley, Dr. Marilyn Y., Head Teacher Trainer
Lanningham, Dr. Edna Van, Teacher Trainer
Degrees Awarded:

Institution: Texas A&M University
Engineering Extension Service
F. E. Drawer K
College Station, Texas 77840

Service Areas: Coordinated Vocational-Academic Education,
Vocational Industrial Education, and
Vocational Health Occupations
Teacher Educators: Fisher, E. C., Head Teacher Trainer
Norwood, Joe, Teacher Trainer
Rutledge, Bill J., Teacher Trainer
Smith, Alvin, Teacher Trainer
Harris, John, Teacher Trainer
Slaughter, Daniel C., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Agricultural Education
Teacher Educators: Knebel, Dr. Earl H., Head Teacher Trainer
Brown, Dr. Herman D., Teacher Trainer
Christiansen, Dr. James E., Teacher Trainer
Holt, Dr. O. M., Teacher Trainer
Webb, Dr. Earl S., Teacher Trainer
Herring, Dr. Donald R., Teacher Trainer
Degrees Awarded:

Service Area: Vocational Guidance Counselors
Teacher Educators: Herring, Dr. Donald R., Head Teacher Trainer
Borman, Dr. Chris, Teacher Trainer
Degrees Awarded:

Service Area: Vocational Supervision
Teacher Educator: Holcomb, John, Head Teacher Trainer
Degrees Awarded:

Institution: Texas Christian University
Fort Worth, Texas 76129

Service Area: Vocational Home Economics
Teacher Educators: Robinson, Dr. Nell, Head Teacher Trainer
Whatley, Mrs. Imogene, Teacher Trainer
Degrees Awarded:

Institution: Texas College
Tyler, Texas 75703

Service Area: Vocational Home Economics
Teacher Educators: Ross, Dr. Joy Bell, Head Teacher Trainer
Brown, Mrs. Thelma C., Teacher Trainer
Degrees Awarded:

Institution: Texas Southern University
Houston, Texas 77004

Service Area: Vocational Home Economics
Teacher Educators: Cotton, Dr. Janie, Head Teacher Trainer
Cannon, Eunice, Teacher Trainer
Jones, Dr. Erna B., Teacher Trainer
Dixon, Dr. Hortense, Teacher Trainer
Degrees Awarded:

Institution: Texas Tech University
Box 4170
Lubbock, Texas 79409

Service Area: Vocational Agricultural Education
Teacher Educators: Leach, T. L., Head Teacher Trainer
Eggenberger, Dr. Lewis, Teacher Trainer
Hargrave, L. M., Teacher Trainer
Juby, Dr. Marcus, Teacher Trainer
Degrees Awarded:

Service Area: Vocational Home Economics
Teacher Educators: Longworth, Dr. Donald S., Dean
Bell, Dr. Camille G., Head Teacher Trainer
Anderson, Mrs. Louella F., Teacher Trainer
Boswell, Mrs. Mary, Teacher Trainer
Chamberlain, Dr. Valerie, Teacher Trainer
Deviney, Mrs. Linda, Teacher Trainer
Kelly, Dr. Joan, Teacher Trainer
Lockett, Mrs. Carolyn, Teacher Trainer
Degrees Awarded:

Service Area: Vocational Supervision
Teacher Educators: Leach, T. L., Head Teacher Trainer
Eggenberger, Dr. Lewis, Teacher Trainer
Landers, Dr. Eddye, Teacher Trainer
Degrees Awarded:

Institution: Texas Woman's University
Denton, Texas 76204

Service Area: Vocational Home Economics
Teacher Educators: Alford, Dr. Betty B., Acting Dean, College of Nutrition, Textiles, and Human Development
Young, Mrs. Veneta O., Teacher Trainer
Barnes, Dr. Jessie W., Teacher Trainer
Johnson, Dr. Bernadine, Teacher Trainer
Degrees Awarded:

Institution: The University of Texas at Austin
Austin, Texas 78712

Service Area: Vocational Home Economics
Teacher Educators: Durrett, Dr. Mary Ellen, Head Teacher Trainer
Whatley, Dr. Alice E., Teacher Trainer
Dommert, Dr. Barbara, Teacher Trainer
Griffin, Mrs. Wilma, Teacher Trainer
Degrees Awarded:

Service Area: Associate Degree Nursing
Teacher Educator: Blume, Dorothy, Head Teacher Trainer
Degrees Awarded:

Institution: University of Houston
Houston, Texas 77004

Service Area: Vocational Home Economics
Teacher Educators: Ezell, Dr. Shirley, Head Teacher Trainer
Brinkley, Mrs. Shirley, Teacher Trainer
Phillips, Dr. Blanche, Teacher Trainer
Degrees Awarded:

Service Area: Distributive Education
Teacher Educator: Speary, William A., Head Teacher Trainer
Degrees Awarded:

APPENDIX VII

OCCUPATIONAL EDUCATIONAL PERSONNEL DEVELOPMENT
GUIDELINES FOR PROJECTS
FISCAL YEAR 1975

Occupational Educational Personnel Development

GUIDELINES FOR PROJECTS

Fiscal Year 1975

Department of Occupational Education and Technology
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

THIS PAGE MUST BE A PART OF EVERY PROPOSAL.

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INTRODUCTION

The following materials have been developed to assist writers in developing proposals for vocational personnel development projects under Part F, Sections 553 of the Education Professions Development Act. These projects will be administered by the Department of Occupational Education and Technology under the State Plan for this section of the Education Professions Development Act.

Eligible applicants include EPDA consortia, institutions of higher education, local education agencies, and service centers. Only service centers and/or metropolitan school districts who have the capability to provide the needed training in the critical priority areas will be encouraged to submit proposals.

All proposals must conform with the Texas State Plan for Vocational Education and the Plan of Action for the Texas Personnel Development System. Participants must (1) be employed in vocational education or provide reasonable assurance of being employed as vocational teachers, supervisors, or guidance personnel or (2) be employed as supporting personnel to vocational education programs.

SUBMISSION OF PROPOSALS

Proposals should be typed on one side of standard-size (8 1/2 X 11) paper and stapled in the upper left-hand corner.

Twelve copies of the completed proposal document are required, one with original signatures. Each copy must include the signed Proposal Cover Sheets and Budget Summary.

After a proposal has been approved, instructions concerning contract requirements and other details concerning the funding and development of the project will be provided. Proposal documents, correspondence, and all inquiries concerning proposals and/or proposed projects should be addressed to:

Personnel Development Coordinator
Occupational Educational Personnel Development
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

FORMAT FOR
EDUCATION PROFESSIONS DEVELOPMENT ACT
VOCATIONAL PROPOSALS

PART I

This form shall be used for applying for Federal Assistance for the following personnel training programs of the U. S. Office of Education:

Name of Program	Catalog of Federal Assistance Number
Vocational Education Personnel Development, Section 553	13.504

Item 1. Enter the State clearinghouse identifier. This is the code or number assigned by the clearinghouse to applications requiring State clearinghouse coordination for programs listed in Attachment D, Office of Management and Budget Circular No. A-95. If not applicable, enter "NA."

Item 2. Enter the applicant's application number or other identifier. If a preapplication was submitted, show also the number that appeared on the preapplication if different than the application number. If not applicable, enter "NA."

Item 3. Enter this address:
Office of Education
Region VI
1114 Commerce Street
Dallas, Texas 75202

Item 4. Enter the name of the applicant, the name of the primary organizational unit which will undertake the grant supported activity, and the complete address of the applicant. Enter also in Item 4 the applicant's employer identification number assigned by the U. S. Internal Revenue Service, or if the applicant has been assigned a DHEW entity number, consisting of the IRS employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full DHEW entity number.

If the payee will be other than the applicant, type on a separate sheet and attach to this form "Payee:", the payee's name, department or division, complete address, and employer identification number of DHEW entity number. If an individual's name and/or title is desired on the payment instrument, the name and/or title of the designated individual must be specified.

Item 5. Enter the descriptive name of this project.

Item 6. Enter the appropriate catalog number as shown above. If the assistance will pertain to more than one catalog number, leave this space blank and list the catalog numbers under Part III, Section A.

Item 7. Enter the amount that is requested from the Federal Government in this application. This amount should agree with the total amount shown in Part III, Section A, Line 5 of Column (e). For revisions, changes, or amendments, show only the amount of the increase or decrease.

Item 8. Check one grantee type. If the grantee is other than a State, county, or city government, specify the type of grantee on the "Other" line.

Item 9. Check the type of application or request. If the "Other Changes" block is checked, specify the type of change. The definitions for terms used in Item 9 are as follows:

a. New grant - an action which is being submitted by the applicant for the first time.

b. Continuation grant - an action that pertains to the continuation of a multi-year grant (e.g., the second year award for a project which will extend over five years).

c. Supplemental grant - an action which pertains to an increase in the amount of the Federal contribution for the same period.

d. Changes in the existing grant - specify one or more of the following:

   (1) Increase in duration - a request to extend the grant period.

   (2) Decrease in duration - a request to reduce the grant period.

   (3) Decrease in amount - a request to decrease the amount of the Federal contribution.

Item 10. Check "Grant."

Item 11. Enter the number of persons directly benefiting from this project. For example, enter the number of persons receiving inservice training.

Item 12

a. Enter the congressional district in which the applicant is located.

b. Enter the congressional district(s) in which most of the actual work on the project will be accomplished. If the work will be accomplished city-wide or State-wide, covering several congressional districts, write "city-wide" or "State-wide."

Item 13. Enter the number of months that will be needed to complete the project after Federal funds are made available.

Item 14. Enter the approximate date the project is expected to begin.

Item 15. Enter the date this application is submitted.

Item 16. Complete the certification before submitting the report.

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date. Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1. Provide the name of the governing body establishing the priority system and the priority rating assigned to this project.

Item 2. Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval.

Item 3. Attach the clearinghouse comments for the application in accordance with the instructions contained in Office of Management and Budget Circular No. A-95. If comments were submitted previously with a preapplication, do not submit them again but any additional comments received from the clearinghouse should be submitted with this application.

Item 4. Furnish the name of the approving agency and the approval date.

Item 5. Show whether the approved comprehensive plan is State, local or regional, or if none of these, explain the scope of the plan. Give the location where the approved plan is available for examination and state whether this project is in conformance with the plan.

Item 6. Show the population residing or working on the Federal installation who will benefit from this project.

Item 7. Show the percentage of the project work that will be conducted on federally-owned or leased land. Give the name of the Federal installation and its location.

Item 8. Describe briefly the possible beneficial and harmful impact on the environment of the proposed project. If an adverse environmental impact is anticipated, explain what action will be taken to minimize the impact. Federal agencies will provide separate instructions if additional data is needed.

Item 9. State the number of individuals, families, businesses, or farms this project will displace. Federal agencies will provide separate instructions if additional data is needed.

Item 10. Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

PART III

General Instructions.

Sections A, B, and D should provide the budget for the first budget period (a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary
Lines 1-4, Columns (a) and (b).

For applications pertaining to a SINGLE Federal grant program (Federal Domestic Assistance Catalog Number), enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b). For applications pertaining to MULTIPLE programs, enter the catalog program title on each line in Column (a) and the respective catalog number on each line in Column (b).

Lines 1-4, Columns (c) through (g).

No non-Federal funds or resources should be shown.

For new applications leave Columns (c), (d), and (g) blank. For each line entry in Columns (a) and (b), enter in Column (e) the appropriate amounts of funds needed to support the project for the first funding period (a year).

For continuing grant program applications, enter in Column (c) the estimated amounts of funds which will remain unobligated at the end of the grant funding period. Enter in Column (e) the amounts of funds needed for the upcoming period. Leave Column (g) blank.

For supplemental grants and changes to existing grants, do not use Columns (c), (d), and (f). Enter in Column (e) the amount of the increase or decrease of Federal funds. In Column (g) enter the new total budgeted amount (Federal) which includes the total previous authorized budgeted amounts plus or minus as appropriate, the amounts shown in Column (e). The amount(s) in Column (g) should NOT equal the amounts in Column (e).

Line 5. Show the totals for all columns used.

Section B. Budget Categories.

In the column headings (1) through (4), enter the titles of the same programs, shown on Lines 1-4, Column (a), Section A. When additional sheets were prepared for Section A, provide similar column headings on each sheet. For each program, fill in the total requirements for funds (Federal) by object class categories.

Lines 6a-h. Show the estimated amount for each direct cost budget (object class) category for each column with program heading:

Line 6a. "Personnel" must show salaries and wages only. Fees and expenses for consultants must be included on Line 6h.

Line 6b. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

Line 6c. Indicate travel of employees only. Travel of consultants, trainees, etc. should not go on this line, nor should local transportation (i.e., where no out-of-town trip is involved).

Line 6d. Indicate the cost of nonexpendable personal property. Such property means tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit. A grantee may use its own

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definition of nonexpendable personal property provided that such definition would at least include all personal property as defined above.

Line 6e. Show all tangible personal property except that which is on Line 6d.

Line 6f. Use for (1) procurement contracts (except those which belong on other lines such as equipment and supplies) and (2) subgrants or other assistance-like payments to secondary recipient organizations such as affiliates, cooperating institutions, delegate agencies, political subdivisions, etc. Line 6f must not include payments to individuals such as stipends and allowances for trainees, consulting fees, benefits, etc.

Line 6g. Present funding will not allow for new construction, alterations or renovations.

Line 6h. All direct costs not clearly covered by Lines 6a through 6g must be included here. Examples are computer use charges, non-salary and wage payments to individuals (stipends, dependency allowances and trainee travel cost), space or equipment rental, required fees, consulting fees and travel, communication costs, rental of space, utilities and custodial services, printing materials, and local transportation. For the Vocational Education Development Program, Section 552, include the estimate of the sum of the institutional payment for the participant fellows.

Line 6i. Show the totals of Lines 6a through 6h in each column.

Line 6j. Show the amount of indirect cost. Refer to Office of Management and Budget Circular No. A-87. Note that in the Education Development Program, Section 552, no indirect costs may be charged.

Line 6k. Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in Column (5), Line 6k, should be the same as the total amount shown in Section A, Column (e), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Column (e), Line 5. When additional sheets were prepared, the last two sentences apply only to the first page with summary totals.

Line 7. Enter "NA."

Section C. Source of Non-Federal Resources. Enter "NA."

Section D. Forecasted Cash Needs.

Line 13. Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14. Enter the amount of cash needed by quarter during the first year.

Line 15. Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project.

Lines 16-19. Enter in Column (a) the same grant program titles shown in Column (a), Section A. For new applications and continuing grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (in years). This Section need not be completed for amendments, changes, or supplements to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20. Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21. Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary and to explain the following details by program:

> Personnel Salaries for Line 6a. Include a statement which shows the total commitment of time and the total salary to be charged to the project for each key member of the project staff cited in Part IV, 5a.
>
> Travel from Line 6c. Foreign travel should be separately identified and justified. No foreign travel will be authorized under the grant unless prior approval is obtained.
>
> Equipment from Line 6d. List items of equipment in the following format: Item, Number of Units, Cost per Unit, Total Cost.
>
> Contractual from Line 6f. Indicate the name of the agency or organization that will receive each proposed contract. This should be supported by Part IV, 3d.
>
> Other from Line 6h. (a) Give the total number of consultants that will work on the project and their costs (fees and travel). (b) For training programs or such functions or activities also give: (1) Costs for stipends in terms of number of weeks times number of trainees (by degree level) times average stipend; (2) Costs for dependency allowances, number of weeks times number of dependents times weekly allowance for each dependent; and (3) Costs of travel for trainees, number of trainees for whom travel allowances are requested times the average round-trip fare claimed per student. (c) Give the total direct cost for any or all new training activities not previously funded by the Office of Education if this is a continuation application. (d) For Vocational Education Development Program, Section 552, give the sum of the institutional payment for the participant fellows.

Line 22. Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23. Provide any other explanations required herein or any other comments deemed necessary.

PART IV

PROGRAM NARRATIVE

Prepare the program narrative statement in accordance with the following instructions for all new grant programs. Requests for continuation or refunding and changes on an approved project should respond to item 5b only. Requests for supplemental assistance should respond to question 5c only.

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE.

Describe the problem. Demonstrate the need for assistance and state the principa and subordinate objectives of the project. Supporting documentation or other testimonies from concerned interests other than the applicant may be used. Any relevant data based on planning studies should be included or footnoted.

2. RESULTS OR BENEFITS EXPECTED.

Identify results and benefits to be derived.

3. APPROACH.

   a. Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished for each grant program, function or activity, provided in the budget. Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

   b. Provide for each grant program, function or activity, quantitative monthly or quarterly projections of the accomplishments to be achieved. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

   c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in item 2 are being achieved.

   d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

4. GEOGRAPHIC LOCATION.

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached.

5. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION:

   a. Present a biographical sketch of the program director with the following information: name, address, phone number, background, and other qualifyi experience for the project. Also, list the name, training and background for other key personnel engaged in the project.

b. Discuss accomplishments to date and list in chronological order a schedule of accomplishments, progress or milestones anticipated with the new funding request. If there have been significant changes in the project objectives, location approach, or time delays, explain and justify. For other requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If the total budget has been exceeded, or if individual budget items have changed more than the prescribed limits contained in Attachment K to Office of Management and Budget Circular No. A-102, explain and justify the change and its effect on the project.

c. For supplemental assistance requests, explain the reason for the request and justify the need for additional funding.

d. (1) No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with the Civil Rights Act of 1964 on Form HEW 441. If a copy of Form HEW 441 is not already on file with the Department, it must be submitted with this application.

(2) Department of Health, Education, and Welfare policy requires that if any phase of this project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed. The attached HEW-596 is self-explanatory.

(3) If this is an application for continued support, include: (1) the report of inventions conceived or reduced to practice required by the terms and conditions of the grant, or (2) a list of inventions already reported, or (3) a negative certification.

FINANCIAL PROVISIONS AND GRANT TERMS AND CONDITIONS

The Budget Summary and Budget Notes are described in the Financial Provisions and are expanded in the Programmed Instructions for Budgetary Procedures. These instructions should be followed closely, if only to lessen the number of auditing problems. Funds to be utilized from Other sources should be listed in that column on the Budget Summary. Budget Notes for Part F funds should be clearly separated from Other funds used. The Grant Terms and Conditions are the same as those in the Grant Award Document issued to the State Board, or its agent. Each contractual agreement should refer to these. We discourage the use of Federal, Part F, funds for stipend support since this reduces the amount of training that can be done with limited funds.

BROCHURE

Occasionally, projects will require a printed brochure. In the few instances where deemed necessary, refer to the EPDA Handbook for Directors.

APPLICATION FEES

If formal admission to an institution of higher education is a prerequisite for participation, and if a fee is charged, it should be made clear to applicants that they are NOT required to pay such fees to participate in the program. If required of all students attending the college or university, application fees may be included as a direct cost of the program and charged to the grant.

Photographs

Photographs may not be required of applicants. If customarily included as a part of institutional records, they may be requested only after participants have been selected and notified of their acceptance.

Eligibility

Responsibility is delegated to participating institutions and agencies, or consortia of institutions and agencies, to insure the eligibility of applicants selected for participation in a training project. All conditions of eligibility should be explicitly stated in the brochure of the institution or agency sponsoring the program.

SELECTION OF PARTICIPANTS
(If not preselected)

Evidence of Employment

Participants in in-service education projects shall be employed or be reasonably assured of employment as vocational teachers or other supporting personnel respective to the personnel to be served by the project.

Participants in exchange programs must be experienced vocational personnel in the area for which training is to be conducted; have a need for and be able to benefit from the training experience; and provide assurance they will return to their assignment for which training was designed.

Notification to Successful Applicants

Letters to successful applicants should be congratulatory in tone and include a statement similar to the following:

> If you plan to accept appointment as a participant in this program, a letter of acceptance must be postmarked no later than May 30, 1973.*
>
> If this is not received, your name will be dropped as an enrollee on June 6, 1973,* and a replacement will be selected from the alternate candidates.
>
> *Dates indicated are for illustration only.

Letters to Ineligible Applicants

When applications are received from individuals who are clearly ineligible for admission, the applicants should be advised of this fact at the earliest opportunity to give them time to apply elsewhere.

Letters to Unsuccessful Applicants

Letters to unsuccessful applicants should be sent at the same time as those to participants and alternates. Postcards should not be used. If unsuccessful applicants are reminded of such mitigating factors as intense competition, they will not be discouraged from trying again. Letters should be polite and tactful; avoid reference to "standards," and the use of words such as "rejected" or "turned down."

ADVANCED INFORMATION FOR PARTICIPANTS IN PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION

Information about the campus and the community should be sent to each participant well before the program begins. He should be provided full information, as appropriate, on the following:

> Housing provisions. When and how board and room costs must be paid; availability of quarters for married couples and for children. If on-campus residence is not required, the availability and costs of off-campus accommodations should be noted.
>
> Required texts and other materials. Their cost and where they may be purchased.
>
> Other items of information which will help make a program successful are:

- An explanation of the purpose of the program and an outline of its major components.
- A list of books that should be read before arrival.
- A brief annotated bibliography.
- A list of recreation facilities.

ORGANIZATION OF THE PROGRAM

The following sections are particularly directed to full-time projects; in many instances, however, the comments are also applicable to part-time academic year projects.

Pre-program Orientation for Participants

Often, the success of a program depends upon adequate orientation. At the initial session, the conceptual framework of the program, its purposes, and organization might be discussed. During the first two weeks or so, participants should be given ample opportunity to ask questions about various aspects of the program.

Schedule

Organization of the schedule is of prime importance. The ratio of hours to be spent in class, practicum, or other training component to the hours available for unstructured activities will depend upon the type of project. Care should be taken to avoid too heavy a schedule and to leave sufficient time for study, informal discussion, and recreation.

Informal Program

A group spirit is vital to the project's success and contributes immeasurably to the morale of the participants. Participants should be able to meet informally with one another and with staff members--in group discussions, at lunch, during coffee breaks, on field trips, and elsewhere.

Since social activities contribute to a project's success, participants may wish to organize a social committee. However, no Federal funds may be used to pay for entertainment, refreshments, dinners, or other social activities, nor may participants be required to contribute to the cost of such events.

Another means of developing group spirit among participants is to have certain areas in the college or school buildings and/or residence halls specifically set aside for their activities, meetings, and discussions. A reading room for participants should also be available; it might well include selected curriculum materials.

Rules Governing Participation

Outside Work: Most projects--other than those conducted part-time during the academic year--require full-time involvement. Accordingly, participants in such projects may not ordinarily undertake any other work during the period they are enrolled.

Compliance with Institutional or Agency Regulations: Participants who fail to comply with the regulations of the grantee may, at the discretion of the institution, be required to withdraw from a project. The Texas Education Agency should be informed of any such action immediately, and documentation covering the withdrawal should be included in the project records.

Instructional Materials

At the close of the project, instructional materials purchased with program funds should be placed in the host institution's library or with due care, may be kept on hand for future projects. In special circumstances which have received Project Officer approval, duplicated materials which have been purchased with program funds and which are of value to participants but of little anticipated value to regular or future students at the host institution, may be distributed to participants for use in implementing ideas, concepts, and methods encountered during the project.

EVALUATION

Evaluation may be defined as a systematic process for collecting and using information for decision making. It should provide a basis for planning projects, monitoring their progress, and assessing their outcomes. Accordingly, evaluation should facilitate the management and improve the quality of training programs.

The extent of evaluation will vary from one project to another. It will range from extensive, formal evaluation conducted under contract by an outside agency to less formal evaluation performed by the project staff itself. The evaluator and the program decision maker have separate but complementary roles. Whatever the extent of the evaluation, the evaluator, the host institution, and the Texas Education Agency should operate as a team to generate information upon which decisions can be based.

In addition to serving the needs of individual projects, project information will contribute to the overall management and assessment of the several projects. Such information will be collected through various means--project and participant data forms, site visits, interim and final reports, as well as others.

To effectively meet the evaluation needs of individual training projects, the Plan of Evaluation ideally should delineate specific objectives and criteria against which actual performance can be assessed. These criteria should be applied at various stages of the project to determine whether it is meeting its objectives.

Grantees will be encouraged to develop, with the assistance of appropriate Texas Education Agency personnel, a plan that lends itself to effective evaluation. The type and extent of evaluation will vary from project to project.

FINANCIAL PROVISIONS

Purpose

Every project proposal must include an initial budget estimate of the first-year cost. The following information implements the pertinent portions of the Grant Terms and Conditions printed in Appendix II of this document.

Type of Proposals - Part F

Support for projects under Part F for "institutes," in-service and part-time training consists of reimbursement for actual allowable costs incurred. A detailed first-year cost estimate must accompany each proposal. The estimate takes the form of a line-item budget summary following the format shown on page 28. Appended to the budget summary will be a budget justification consisting of explanatory statements and computations in sufficient detail to show clearly how the estimate for each line item of cost was derived. Guidance for preparing the justification, including the computation of indirect costs, is provided under the heading Budget Notes.

Budget Justification - Part F

Issuance of the initial preparatory grant and timely completion of successful budget negotiations depend, in large part, upon the adequacy and clarity of the grantee's justification of the individual cost items and amounts. This justification, which will take the form of explanatory statements and computations appended to the Budget Summary,* must cover every negotiable line item of cost and must be in sufficient detail to demonstrate clearly how the estimated cost for each line was derived.

A single budget should be prepared for each project, even though the project period may involve more than one Federal fiscal year. For example, a long-term project might commence with a summer segment opening before July 1973, continue through academic year 1973-74, and end with a summer segment closing after June 30, 1974. Such a project period would involve fiscal years 1973 and 1974, but would nevertheless be funded through a single budget.

NEGOTIATION OF THE PROPOSAL AND BUDGET

Negotiations with each institution or agency concerned will begin promptly after the announcement of tentatively approved awards and will open with a telephone call or letter. The objective will be mutually agreeable resolution of all programmatic and budgetary questions stemming from evaluation and analysis of the original project proposal. Revision of the original proposal will not necessarily require a complete revision and resubmission. Mutually agreed upon programmatic and budget changes, and evaluation criteria, may be submitted whenever possible as addenda.

Final approval will be made by completion of "Contract for Reimbursement" form PFM-027R72. (See Appendix.)

*OE Form 7203-1 as shown on page 28.

GENERAL ADMINISTRATIVE MATTERS

Responsibility and accountability for all grant funds rest with the grantee's Fiscal Officer, who must assure that all expenditures of such funds accord fully with the terms and conditions of the grant. (Projects funded under Part F, Section 553, must assure that EPDA funds supplement and in no case supplant funds which, in the absence of such Federal funds, would be otherwise available.)

These following provisions are applicable to participants in all EPDA projects:

(1) Project participants shall not be charged tuition or other fees in lieu of tuition.

(2) There is no allowance for participant travel to and from his home and the project site.

(3) A participant in a full-time project and receiving a stipend may not engage in gainful employment other than part-time employment in teaching or research directly related to the project's purposes.

REPORTS AND FORMS

Budget and Financial Report

Fiscal reports must be submitted according to a schedule accompanying the operational grant award. Appropriate forms (OE Form 7203) will be supplied at a later date. (See Appendix.)

Itemized data must be available upon request to support claimed expenditures. These data will include listings of the individual costs which comprise the total claimed expenditure for each line item of the report.

Grantees are not to refund unexpended project funds at the time the budget and financial reports are submitted. Following receipt and acceptance of each report, instructions regarding such refunds will be issued by the Texas Education Agency.

Reporting

A final report will be required for all short-time training projects. Interim reports of training activities of longer duration will be required. Details will be provided when appropriate.

Applicant Forms

Approved project applicants will receive two different forms--the Application for Admission (OE 7211) and Confidential Evaluation (OE 7212) for use in obtaining references. These may be mailed to all who wish to submit an application.

Most projects are designed to choose their participants by some method other than by soliciting applications; therefore, they may not need to use the OE 7211 form and/or the OE 7212 form.

Use of Forms

An application packet should be assembled which will ordinarily include one copy of each of OE 7211 and OE 7212, plus such additional materials as the host institution may develop locally.

OE 7211

The Application for Admission (OE 7211) is the basic document used in making an application. This form contains the basic items most frequently required, regardless of the subject matter of the project. The completed Application for Admission forms will be used by the Selection Committee and will be retained by the project as a part of its files.

OE 7212

The Confidential Evaluation form (OE 7212) is to be used in obtaining supervisors' recommendations for applicants. It may be sent out as a part of the application packet--or later.

Ordinarily, the Project Coordinator will put his name and mailing address in the upper right-hand block of the form (usually by rubber stamp) and will send the form to the applicant. The applicant will then complete the upper left-hand portion of the form and give it to his principal or supervisor for completing the evaluation. (Attach to the OE 7212 form a self-addressed envelope for use by the principal or supervisor in returning the form. Not only is this an important courtesy that should be extended to the evaluators, it is also the best guarantee of having the Confidential Evaluation forms returned promptly.) Like the OE 7211 form, the OE 7212 form should be retained by the project as a part of its files.

Participant Data Form

Shortly before each project begins, a supply of Participant Data forms with instructions for their use will be provided. Through this form, the Bureau collects information on the background of EPDA participants for use in program evaluation. Participants should complete these forms early in the training period--perhaps during the initial orientation meeting.

PAYMENTS TO THE GRANTEE

1. Payments will be made to local agencies and institutions in installments and in advance, or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.
2. OE Form 7203 must be filed with Application for Reimbursement. See Appendix I for forms used when applying for reimbursement.

INSTITUTIONAL RESPONSIBILITIES

The responsibilities of the sponsoring institution are described below.

Facilities and Equipment. The sponsoring institution must provide suitable classroom and office space and equipment (e.g., typewriters, duplicating and dictating machines, files, bookshelves, and blackboards). The institution must also be able to arrange for and to provide room and board as required for the participants. (It is highly desirable that they be housed near one another and that they eat together.) The host institution is also responsible for providing special library and laboratory facilities and other materials that are relevant to the program. The institution also must have conveniently available such nonexpendable equipment as is required for formal and informal activities (e.g., tape recorders and over-hear projectors). Only in exceptional circumstances may funds be made available for the rental of equipment or facilities.

Auxiliary Staff: The sponsoring institution must also provide such auxiliary or regular staff as is required to prepare for and to serve the participants, e.g., faculty to assist in screening of applicants, librarians, maintenance staff. No funds are available for these and similar obligations which are assumed under indirect costs.

FORMS

(For additional forms, contact the Texas Education Agency.)

BEST COPY AVAILABLE

1.45-1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PROPOSAL COVER SHEET

EDUCATION PROFESSIONS DEVELOPMENT ACT, PARTS D AND F

FOR U.S.O.E. USE ONLY	FORM APPROVED O.M.B. NO. 51-R0754
PROGRAM TO WHICH THIS PROPOSAL IS BEING SUBMITTED	

NOTE: Please complete this form in accordance with the "Instructions for Completing the Proposal Cover Sheet."

1. SPONSORING INSTITUTION OR AGENCY	a. NAME	b. CITY	c. STATE
		d. COUNTY	e. U.S. CONG. DIST.

2. TYPE OF APPLICANT INSTITUTION OR AGENCY

a. ☐ 4-year college or university
b. ☐ Junior or community college
c. ☐ State education agency
d. ☐ Local education agency (e.g., city or county school system)

3. IF APPLICANT IS A COLLEGE OR UNIVERSITY, INDICATE WHETHER:

a. (1) ☐ Public (2) ☐ Nonpublic
b. (1) ☐ Land grant (2) ☐ Not land grant
c. (1) ☐ Predominately black (2) ☐ Not predominately black

4. NAME, POSITION, AND MAILING ADDRESS OF OFFICIAL SUBMITTING THIS PROPOSAL
(Name(s), position(s), and address(es) given in ITEMS 4 and 5 must be limited to 5 lines with no more than 25 characters per line)

ZIP CODE

TELEPHONE	AREA CODE	OFFICE NUMBER	EXTENSION
	AREA CODE	HOME NUMBER	

5. NAME, POSITION, AND MAILING ADDRESS OF PERSON WHO WILL SERVE AS PROJECT DIRECTOR

a. ☐ Same as item 4.
b. ☐ Project director will be:
c. ☐ Directorship is pending; the acting director will be:

ZIP CODE

TELEPHONE	AREA CODE	OFFICE NUMBER	EXTENSION
	AREA CODE	HOME NUMBER	

6. TYPE OF PROPOSAL

a. ☐ This is a new proposal.
b. ☐ This is a proposal to continue funding a project previously funded under Parts C, D, or F of EPDA.

FY 1970 Project Number	FY 1970 EPDA Funds $

7. TITLE OF THE PROPOSED PROJECT

8. DOES THE APPLICANT INSTITUTION OR AGENCY PROPOSE LINKAGE WITH A MODEL CITIES GROUP? 1. ☐ YES 2. ☐ NO

9. SUBJECT MATTER FOCUS(ES). IF YOUR PROJECT IS DESIGNED TO PROVIDE SIGNIFICANT PROPORTION(S) OF INSTRUCTIONAL TIME TO ONE OR MORE OF THE SUBJECT FIELDS LISTED IN THIS ITEM, INDICATE THE APPROXIMATE PERCENT OF TIME DEVOTED TO EACH *(up to three different listed fields)*

CODE	SUBJECT FIELDS	PERCENT
		%
		%
		%
	ALL OTHER FIELDS	%
	TOTAL	100 %

LIST OF SUBJECT FIELDS

CODE	SUBJECT	CODE	SUBJECT	CODE	SUBJECT
01	Arts and Humanities	11	Geography	21	School Psychology
02	Black Studies	12	History	22	School Social Work
03	Bilingual Education	13	Health and Physical Education	23	Science
04	Civics	14	Industrial Arts	24	Social Studies
05	Counseling & Guidance	15	International Affairs	25	Speech and Drama
06	Economics	16	Library		
07	Educational Media	17	Mathematics		
08	English	18	Reading		
09	English for Speakers of Other Languages	19	School Administration		
10	Foreign Languages	20	School Nursing		

10. PROPOSED FUNDING		THIS YEAR'S REQUEST FY 1971	IF MULTI-YEAR FUNDING IS REQUESTED FY 1972	 FY 1973
a. Amount of EPDA *(Part D or F)* funds requested for this project	a.	$	$	$
b. Estimated funds *(if any)* from other sources	b.	$	$	$

PARTICIPANTS *(to be trained with FY 1971 funds)*

11. TOTAL NUMBER TO BE TRAINED →
12. NUMBER WHO WILL BE PAID STIPENDS →

13. FOR CONTINUATION PROJECTS, HOW MANY PARTICIPANTS ARE NEW AND HOW MANY CONTINUING?

NEW	CONTINUING

14. DISTRIBUTE THE TOTAL NUMBER OF PARTICIPANTS FROM ITEM 11 ABOVE BY THE NUMBER OF FULL-TIME-EQUIVALENT (FTE) WEEKS OF TRAINING THEY WILL RECEIVE. ALSO CHECK THE TYPE(S) OF SESSION(S) AND GIVE THE ESTIMATED FIRST AND LAST DATES OF ACTUAL TRAINING. *(see instructions)*

GROUP	NUMBER OF PARTICIPANTS	NUMBER OF FTE WEEKS	SUMMER 1971 FULL-TIME	SUMMER 1971 PART-TIME	ACADEMIC YEAR 1971-72 FULL-TIME	ACADEMIC YEAR 1971-72 PART-TIME	DATES OF ACTUAL TRAINING FIRST	DATES OF ACTUAL TRAINING LAST
A							/ /	/ /
B							/ /	/ /
C							/ /	/ /
D							/ /	/ /

OE FORM 7219, 9/70 REPLACES OE FORMS 7219, 6/69 AND 7219-1, 6/69, WHICH ARE OBSOLETE.

15. DISTRIBUTE THE TOTAL NUMBER OF PARTICIPANTS FROM ITEM 11 BY WHETHER THEY ARE EXPECTED TO BE:	NUMBER	16. DISTRIBUTE THE TOTAL NUMBER OF PARTICIPANTS FROM ITEM 11 BY THE TYPE(S) OF POSITION(S) FOR WHICH THEY WILL BE TRAINED					
		TYPE OF POSITION	NO.	TYPE OF POSITION	NO.	TYPE OF POSITION	NO.
a. Persons already in education		a. Teachers		d. Pupil personnel specialists		g. School volunteers	
b. Persons returning to the field of education		b. Supervisors		e. Instructional media specialists *(including librarians)*		h. Teacher trainers	
c. Persons never previously employed in education		c. Administrators		f. Aids or para-professionals		i. Other *(specify)*	

17. RECRUITMENT OF PARTICIPANTS WILL BE: 1. ☐ NATIONAL 2. ☐ REGIONAL 3. ☐ LOCAL

ULTIMATE TARGET GROUPS. IN THE FOLLOWING FOUR ITEMS, DESCRIBE AS BEST YOU CAN, THE **ULTIMATE TARGET GROUPS** *(i.e., the pre-school, elementary, secondary, and/or post-secondary school students)* WHO WILL ULTIMATELY BE SERVED BY THE EDUCATIONAL PERSONNEL WHO WILL BE TRAINED IN YOUR PROJECT. CHECK A PARTICULAR OPTION ONLY IF THE PROJECT IS **SPECIFICALLY DESIGNED** TO SERVE THAT GROUP.

18. EDUCATIONAL LEVEL *(check one or more)*

1. ☐ Pre-school
2. ☐ Kindergarten & primary grades
3. ☐ Upper elementary grades
4. ☐ Junior high
5. ☐ Senior high
6. ☐ Post-secondary vocational
7. ☐ Adult
8. ☐ Other *(specify)*

19. ETHNIC BACKGROUND *(check one or more)*

1. ☐ Negro or black
2. ☐ Spanish-Surnamed American
3. ☐ American Indian
4. ☐ Other ethnic focus *(specify)*
5. ☐ No particular ethnic focus

20. URBAN/RURAL BACKGROUND *(check one or more)*

1. ☐ Central city
2. ☐ Other urban areas
3. ☐ Suburban
4. ☐ Rural – Appalachia
5. ☐ Rural – Other
6. ☐ No particular geographic focus

21. SPECIAL CHARACTERISTICS *(check one or more)*

1. ☐ Economically disadvantaged
2. ☐ Migrants
3. ☐ Bilingual
4. ☐ Handicapped
5. ☐ Gifted
6. ☐ None of the above

22. PERSON SUBMITTING THIS PROPOSAL

NAME *(print or type)*

SIGNATURE

DATE

23. PROPOSED DIRECTOR OR ACTING DIRECTOR

NAME *(print or type)*

SIGNATURE

DATE

24. LEGAL NAME AND ADDRESS OF INSTITUTION OR AGENCY

25. **AUTHORIZING OFFICIAL:** (1) I CERTIFY that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the U.S. Department of Health, Education, and Welfare and that it applies to this proposal. (2) I officially approve this proposal for the host institution or agency.

NAME AND TITLE *(print or type)*	SIGNATURE	DATE

26. APPROVAL(S) OF COOPERATING INSTITUTION(S) OR AGENCY(IES) OR CO-SPONSOR(S)

NAME OF INSTITUTION OR AGENCY	NAME OF OFFICIAL	SIGNATURE OF OFFICIAL	DATE
a.			
b.			
c.			

27. *(for local education agency proposals only)* APPROVAL BY THE STATE EDUCATIONAL AGENCY OF COORDINATION WITH PART B OF EPDA

NAME OF STATE OFFICIAL	TITLE	SIGNATURE

28. BRIEF DESCRIPTION OF PROJECT *(not to exceed 350 words) (continue on separate sheet, if required)*

1.45-1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

BUDGET SUMMARY

BUDGET BUREAU NO. 51-R075.ı
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED	NAME AND ADDRESS OF INSTITUTION *(City, State, ZIP Code)*

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES			Part F	Total
1	DIRECTOR				
2	SECRETARIAL AND CLERICAL				
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.			
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*				
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL				
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS				
13	INSTRUCTIONAL SUPPLIES, ETC				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*				
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*				
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO.			
19	DEPENDENTS	NO.			
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*				
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*				
22	INDIRECT COSTS *(8 percent of Line 21)*				
23	GRAND TOTAL *(Sum of Lines 21 and 22)*				

7203-1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

BUDGET AND FINANCIAL REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R0394

GRANT/CONTRACT NUMBER

TITLE OF PROGRAM REPORTED

NAME AND ADDRESS OF INSTITUTION *(City, State, ZIP Code)*

A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES			BUDGETED	EXPENDED	BALANCE
1	DIRECTOR				
2	SECRETARIAL AND CLERICAL				
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.			
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*				
B. OTHER DIRECT COSTS					
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL				
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS				
13	INSTRUCTIONAL SUPPLIES, ETC.				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*				
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*				
C. STIPEND SUPPORT *(Federal participants)*					
18	PARTICIPANTS PAID	NO.			
19	DEPENDENTS PAID	NO.			
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*				
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*				
22	INDIRECT COSTS *(8 percent of Line 21)*				
23	GRAND TOTAL *(Sum of Lines 21 and 22)*				

TYPED NAME OF DIRECTOR	SIGNATURE OF DIRECTOR	DATE SIGNED
TYPED NAME AND TITLE OF FINANCIAL OFFICER	SIGNATURE OF FINANCIAL OFFICER	DATE SIGNED

OE FORM 7203 6-68 REPLACES OE FORM 4011, WHICH IS OBSOLETE

1.45-1

CONTRACT FOR REIMBURSEMENT

TEXAS EDUCATION AGENCY
DEPARTMENT OF OCCUPATIONAL EDUCATION & TECHNOLOGY
201 East Eleventh Street
Austin, Texas 78701

Contract No.__________
For Year 19____ - 19____
Reviewed By__________
Approved % of Reimb.__________

Name of School District or College __________ County __________ County-District Number __________

Address of Administrative Office __________ City __________

This contract for reimbursement on approved expenditures, in the amount of $ __________, between the above institution and the Texas Education Agency, verifies the maximum amounts the institution will be reimbursed, within funds available, for expenditures actually made for instructional salaries and other reimbursable expenditures. The above institution agrees that all vocational instruction will be conducted, and all expenditures made, in accordance with policies of the Texas Education Agency and in compliance with all pertinent State and Federal rules and regulations, including those relating to the Civil Rights Act of 1964. Upon formal request and proper verification of payment, reimbursement for allowable purposes will be made to the school's depository in the amount of $__________.
Leave Blank

A. PREPARE A SEPARATE CONTRACT FORM FOR EACH OF THE FOLLOWING STATE PLAN PROGRAMS. INDICATE THE PROGRAM WITH AN "X" IN THE APPROPRIATE BOX:

- ☐ Part B-Regular
- ☐ Part C-Research
  - ☐ New Program
  - ☐ Cont. Program
- ☐ Part D-Exemplary
  - ☐ New Program
  - ☐ Cont. Program
- ☐ Part E-Residential Schools
- ☐ Part F-Homemaking
- ☐ Part G-Cooperative
- ☐ Part H-Work Study
- ☐ Part I-Curriculum Development
- ☐ Other (   )

B. OCCUPATIONAL PROGRAM AND LEGISLATIVE PURPOSE

1a. Indicate the Occupational Program with an "X" in the Appropriate Box.

- ☐ Agriculture
- ☐ Distributive
- ☐ Homemaking (Regular)
- ☐ Homemaking (Depressed)
- ☐ Trades & Industries
- ☐ Office Education
- ☐ Health Occupations

1b. Indicate any SPECIAL provisions with an "X" in the Appropriate Box.

- ☐ Special Adult
- ☐ Disadvantaged
- ☐ Handicapped

2. Indicate the Purpose/Level or Target of the Program with an "X" in the Appropriate Box.

- ☐ Secondary
- ☐ Post Secondary
- ☐ Adult
- ☐ Disadvantaged
- ☐ Handicapped
- ☐ Construction
- ☐ Guidance & Counseling
- ☐ Contracted Instruction
- ☐ Ancillary*

*Ancillary includes Evaluation, Administration, Research, Teacher Education, Supervision, and Materials Development.

		FOR STATE USE ONLY		
C. REIMBURSABLE EXPENDITURE CLASSIFICATION		FUND		PERCENTAGE
411 Salaries	$	$		$
420 Travel				
430 Rental of Space				
450 Instructional Supplies				
470 Maintenance & Repair Equipment				
480 Equipment (Purchase)				
482 Rental of Equipment				
491 Employer Reimbursement (Cooperative)				
493 Student Compensation (Work Study)				
494 Student Service-Travel				
490 Other (Specify)				
TOTAL	$	$		$

DISTRIBUTION:
White – Original
Yellow – School
Pink – Business Office

____
Signature (Authorized School Official)

____
Signature (Authorized TEA Official)

____
Name and Title of Authorized School Official

Date __________ 19____

Date __________ 19____

TEA-186

PFM-027R72

WORK - STUDY OR COOPERATIVE ☐ Academic Year ☐ Summer Program

No. Students Participating	Total Hours Worked	Employer Cost Per Student	Wage Rate ($ Per Hr.)	Total Cost	(STATE USE ONLY) REIMBURSEMENT Rate	Amount

AREA SCHOOL CONSTRUCTION

Site Preparation	Construction Contract	Architect or Eng. Costs	Legal Costs	Conventional Furnishings	Other Approved (________)	Total Project Cost
$	$	$	$	$	$	$

Amount of reimbursement: $ ____________
Leave Blank

SALARIES AND TRAVEL OF TEACHERS, SUPERVISORS AND OTHER PERSONNEL

1 Name	2 Subject or Service	3 Effective Dates of Contract	4 Total Time Hrs-Wks-Mos	5 Salary Rate Hrs-Wks-Mos	6 Total Salary	7 Total Travel
		to		$	$	$
		to				
		to				
		to				
		to				
		to				
		to				
		to				
		to				
		to				
		to				
TOTAL					$	$

STATE USE ONLY

Trans. Code		School District Number	Contract Number		Fund	Program	Purpose		Account	Month	Year	Location	Amount
12 13		19 20 21 22 23 24	25 26 27 28 29 30 31 32		41 42 43	44 45	46 47		51 52 53	54	55	56 57	63 64 65 66 67 68 69 70 71

IMPORTANT NOTICE: An application for reimbursement on this contract should be made immediately after termination of the contract.

1.45-1

Contract No. ____________

For year 19__________-19______

____
County-District Number

Texas Education Agency
DEPARTMENT OF OCCUPATIONAL EDUCATION & TECHNOLOGY

APPLICATION FOR REIMBURSEMENT

The official Board of the school named below requests that warrants be issued as reimbursement for expenditures in the amount of $ ____________________ made in accordance with contract number ____________________ on file with the Texas Education Agency. Total funds received from TEA $ ____________

Date ____________________ 19 ________

For expenditures made during the period

July – Aug. ☐ Sept. – Dec. ☐

Jan. – March ☐ April – June ☐

PARTIAL APPLICATION ☐ FINAL APPLICATION ☐

(Place X in appropriate box)

Submit one application form in TRIPLICATE for each approved contract to:

DEPARTMENT OF FUNDS MANAGEMENT
Texas Education Agency
Austin, Texas 78711

NAME AND ADDRESS OF SCHOOL DISTRICT

1 Expenditure Classification	2 Total on Contract (By Expense Classification)	3 Expenditures to Date (Including Col. 4)	4 Expenditures this period	5 Reimbursement claimed this period	FOR STATE USE ONLY	
					Reimbursed	Local
SALARIES 411						
TRAVEL 420						
RENTAL OF SPACE 430						
INSTRUCTIONAL SUPPLIES 450						
MAINT. & REPAIR EQUIP. 470						
EQUIPMENT (PURCHASE) 480						
RENTAL OF EQUIPMENT 482						
EMPLOYER REIMB. 491						
STUDENT COMPENSATION 493						
STUDENT SERVICE-TVL. 494						
CONSTRUCTION						
E.P.D.A. (PART F)						
OTHER (SPECIFY)						
TOTAL						

I hereby certify that the program as approved has been conducted in accordance with the Texas State Plan for Vocational Education, that all orders for services, equipment, materials, or supplies were procured in compliance with all relevant Federal and State laws, rules and regulations, that funds have been expended in the amounts shown, and that supporting documents are available for audit. All expenditures claimed in this report were incurred subsequent to the effective date of project approval, and these expenditures have not been claimed under any other program or project.

Subscribed and sworn to before me this ____________ day of ____________________ 19 ______

____________________ Notary Public in and for ____________________ County, Texas.

White – Original
Green – Duplicate
Yellow – Remittance
Pink – School Copy

____
Authorized School Official

TEA-157

PFM-031R72

Trans. Code	School District Number	Contract Number	Appropriation Number	Compt. Acct.	Fund	Program	Purpose	Account	Month	Year	Amount	Amount Liquidated

PREPARATION OF APPLICATION FOR REIMBURSEMENT

(1) The basis for certain payments to public schools and colleges for reimbursable expenditures for vocational education is a contract (form PFM-027-R72). For each contract with the Agency, the local education agency must submit an application for reimbursement depending upon its wishes, i.e., monthly, quarterly, etc. However, for those programs and/or projects which have been placed on an advance status, only one application for reimbursement is required to be submitted immediately upon termination of the project.

(2) Instructions on preparing application for reimbursement, PFM-031R72

Column 2.	Enter the total amount of the contract opposite each expense category listed in Column 1.
Column 3.	Enter the total expenditures made under this contract, by expense category, including the current period.
Column 4.	Enter the total expenditures by expense category claimed on this application.
Column 5.	Enter the amount of reimbursement claimed this period by expense category.

(3) PFM-014-R71 must be submitted with this form (PFM-031R72) listing all types of expenditures including local, as well as reimbursable. These expenditures must be grouped in proper sequence by major categories as approved in the contract, i.e., salaries, travel, equipment, supplies, etc.

APPLICATION FOR REIMBURSEMENT— REPORT OF PROJECT EXPENDITURES

1.45-1

Continuation Sheet

Department of Vocational & Adult Education

County-District Number

Project Number

Name of School or College

Page ______ of ______ Pages

APPROPRIATE COVER SHEET MUST ACCOMPANY THIS PAGE

GROUP EXPENDITURES IN PROPER SEQUENCE BY MAJOR CATEGORIES AS APPROVED IN THE CONTRACT

1	2	3	4	5	STATE USE ONLY	
Date of Authorization 19-	Date of Purchase Order 19-	NAME OF EMPLOYEE and period covered by salary Give Name of Vendor and Invoice Number	COST (Attach Original Invoices)	Expenditure Code	Reimbursed	Local
		1	$		$	$
		2				
		3				
		4				
		5				
		6				
		7				
		8				
		9				
		10				
		11				
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		36				
		37				
		38				

DELETIONS	Item No.	Reason for Deletions or Exceptions (STATE USE ONLY)	Amount Deleted
		TOTAL EXCEPTIONS	

IMPORTANT: Include the amounts listed above in the totals which you enter on page 1 of the Report form.

ORIGINAL – White
DIVISION/KEYPUNCH – Green
REMITTANCE COPY – Yellow
SCHOOL COPY – Pink

TEA-171

PFM-014 R7

GRANT TERMS AND CONDITIONS

GRANT TERMS AND CONDITIONS

1. DEFINITIONS

As used in the grant documents relating to this award, the following terms shall have the meaning set forth below:

a. "Commissioner" means the U. S. Commissioner of Education or his duly authorized representative.

b. "Grantee" means the agency, institution, or organization named in the grant as the recipient.

c. "Grants Officer" means the employee of the U. S. Office of Education who is authorized to execute and is responsible for the administration of the grant on behalf of the Government.

d. "Project Officer" means the employee of the U. S. Office of Education who is responsible for the technical monitoring of the project of the grantee as representative of the Grants Officer.

e. "Project Director" is the person responsible for directing the project of the grantee.

f. "Project" is the activity or program defined in the proposal approved by the Commissioner for support.

g. "Grant Period" means the period specified in the Notification of Grant Award during which cost may be charged against a grant.

h. "Budget" means the estimated cost of performance of the project as set forth in the Notification of Grant Award.

2. SCOPE OF THE PROJECT

The project to be carried out hereunder shall be consistent with the proposal as approved for support by the Commissioner and referred to in the Notification of Grant Award and shall be performed in accordance with this approved project proposal. No substantive changes in the program of a project shall be made unless the grantee submits (at least thirty days prior to the effective date of the proposed change) an appropriate amendment thereto, along with the justification for the change, and this amendment is approved in writing by the Grants Officer.

3. LIMITATIONS ON COSTS

a. The total costs to the Government for the performance of the grant shall not exceed the amount set forth in the Notification of Grant Award or any appropriate modification thereof. The Government shall not be obliged to reimburse the grantee for costs incurred in excess of such amounts unless or until the Grants Officer has notified the grantee in writing that such amount has been increased and has specified such increased amount in a revised Notification of Grant Award.

Such revised amount shall thereupon constitute the revised total cost of the performance of the grant.

b. The grantee may transfer funds among the direct cost object class budget categories to the extend necessary to assure the effectiveness of the project, except for the following restrictions: For each budjet period prior written approval must be obtained from the Grants Officer if (1) the grant budget is over $100,000 and the cumulative amount of transfers among direct cost object class budget categories exceeds $10,000, or five (5) percent of the grant budget, whichever is greater; (2) the grant budget is $100,000 or less and the cumulative amount of transfers among direct cost object class budget categories exceeds five (5) percent of the grant budget; (3) the revisions involve the transfer of amounts budgeted for indirect costs to absorb increases in direct costs; (4) in multiple funded projects no transfer of funds is authorized which will cause such funds to be used for purposes other than those originally intended. REF: OMB Circular No. A-102, Attachment K-1.

c. Funds for the production of audio visual materials (i.e., motion picture films, videotapes, film strips, slide sets, tape recordings, exhibits, or combinations thereof) for viewing, whether for limited or general public use, are not authorized until prior written approval is received from the Grants Officer.

d. In the case of educational training programs, the limitation on costs stated in paragraph "a" above shall automatically be increased to cover the cost of allowance for additional dependents not specified in the Notification of Grant Award.

4. ALLOWABLE COSTS

a. Expenditures of the grantee may be charged to this grant only if they (1) are incurred subsequent to the effective date of the project indicated in the Notification of Grant Award, which shall be no earlier than the date upon which the award document is signed by the Grants Officer, and (2) conform to the approved project proposal.

b. Subject to paragraph (a) allowability of costs incurred under this grant shall be determined in accordance with the principles and procedures set forth in the documents identified below, as amended prior to the date of the award.

   (1) Exhibit X-2-65-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the grantee is an institution of higher education; or

   (2) Exhibit X-2-66-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the grantee is a hospital as defined therein; or

   (3) Exhibit X-1-76-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the grantee is a nonprofit institution; or

(4) Chapter 5-60 of the Department of Health, Education, and Welfare Grants Administration Manual, if the grantee is a State or local government agency.

c. In accordance with the policy of the Department of Health, Education, and Welfare, if the grantee has an audited indirect cost rate that has been approved by the Department of Health, Education, and Welfare, Office of Grants Administration Policy, this approved rate may be applied to both the Federal and non-Federal share of allowable direct costs of the project. When an indirect cost rate is applied to either the Federal or non-Federal share of project costs, no item normally included in the grantee's indirect cost pool (such as supervision, accounting, budgeting, or maintenance) shall be listed as a direct cost of the project. Procedures for establishing indirect cost rates are covered in Department of Health, Education, and Welfare borchures: OASC-1, A Guide for Educational Institutions; OASC-3, A Guide for Hospitals; OASC-5, A Guide for Nonprofit Institutions; OASC-6, A Guide for State Government Agencies; OASC-7, Department of Health, Education, and Welfare Provisions for Establishing Indirect Cost Rates under OMB Circular A-88; and OASC-8, A Guide for Local Government Agencies.

d. Indirect costs for educational training programs will be allowed at the lesser of the organizational indirect costs or 8% of total direct costs, including stipends and dependency allowances, except for State and local governments.

5. ACCOUNTS AND RECORDS

a. Accounts

The grantee shall maintain accounts, records, and other evidence pertaining to all costs incurred, and revenues or other applicable credits acquired under this grant. The system of accounting employed by the grantee shall be in accordance with generally accepted accounting principles generally used by State or local agencies or institutions of higher education, or nonprofit institutions, as appropriate, and will be applied in a consistent manner so that the project expenditures can be clearly identified.

b. Cost Sharing Records

The grantee's records shall demonstrate that any contribution made to the project by the grantee is not less, in proportion to the charges against the grant, than the percentage specified in the grant or any subsequent revision thereof.

c. Examination of Records

The Secretary of Health, Education, and Welfare and the Comptroller General of the U. S., or any of their duly authorized representatives shall have access, for the purpose of audit and examination, to any books, documents, papers, and records of the grantee that are pertinent to the grant, at all reasonable times during the period of retention provided for in paragraph (d) below.

d. Except as provided in paragraph (e) all pertinent financial records supporting documents and statistical records, related to the grant in possession of the grantee shall be preserved by the grantee for a period of three (3) years from the date of the submission of the final expenditure report, or, if a continuation grant from the date of the submission of each final budget period expenditure report.

Records for nonexpendable property which was acquired under this grant shall be retained for three (3) years after final disposition of the property. REF: OMB Circular No. A-102, Attachment C-1.

e. Questioned Expenditures

Records relating to any litigation or claim arising out of the performance of this grant or costs and expenses of this grant to which exception has been taken as a result of inspection or audit shall be retained by the grantee until such litigation, claim, or exception has been disposed of.

f. Adjustments

The grantee, in maintaining project expenditure accounts, records, and reports shall make any necessary adjustments to reflect refunds, credits, underpayments, or overpayments, as well as any adjustments resulting from administrative reviews and audits by the Federal Government or by the grantee. Such adjustments shall be set forth in the financial reports filed with the Grants Officer.

6. PAYMENT PROCEDURES

a. If the grantee is a State Department of Education and not under the NIH payment procedures, funds will be made available under the Office of Education Letter of Credit Payment System using the Letter of Credit Number (LCN) and Common Accounting Number (CAN) shown in item 10 on the grant award document.

b. If the grantee is under the NIH payment procedures, payments to the grantee within the limit of the amount awarded will be made by the National Institutes of Health under either the letter of credit or cash request system, whichever method is designated for the institution's use by NIH. Those institutions which are not under the Letter of Credit System must take the initiative in requesting funds from NIH by completing and submitting NIH Form 1522-4.

Inquiries regarding payments and NIH Form 1522-4 should be addressed as follows:

Grant Accounting and Financial Report Branch
National Institutes of Health, Westwood Building
Bethesda, Maryland 20014 (301) 496-7041

The NIH vendor and transaction number should be reflected in any correspondence with NIH.

c. If the grantee is a local school district and not covered under the NIH payment procedures, to obtain Federal funds, the grantee must submit Form HEW-604T, "Request for Advance or Reimbursement," for each Common Accounting Number (CAN) shown in item 10 on the grant award document. The CAN is a seven digit code used within the Office of

Education to identify both the appropriation and the program or project that is being funded. Cash requirements shall be limited to the minimum amounts needed and shall be timed to be in accord with only the actual cash requirements of the grantee in carrying out the purpose of the approved program or project. The request for cash must not exceed the amount authorized by the award. Lines 11a, 11b, 11c, and 11h will NOT be completed on the initial "Request for Advance or Reimbursement." In addition to completing the form per instructions on the reverse side, item 2 will cite the CAN in which cash is being requested.

The grantee may submit "Request for Advance or Reimbursement" by the 10th calendar day of the last month of the current quarter for estimated cash requirements to cover costs in the first month of the succeeding quarter. This report will be prepared in the same manner as the initial report except only one month's estimated cash is reflected.

The grantee must complete all parts of the "Request for Advance or Reimbursement" per instructions provided on the reverse of the form. The term "program outlays" as used in this report will be payments made by the grantee. The grantee may indicate his cash requirements for the fourth month in Block 12, "Remarks," of the report, eliminating the requirement to submit a separate "Request for Advance or Reimbursement" in the last month of the current quarter as permitted in the paragraph above. Under no circumstances will cost be allowed in excess of the amount authorized by the grant award. This report is due by the 20th calendar day after the close of the quarter. Inquiries regarding payments and forwarding of the "Request for Advance or Reimbursement" should be addressed as follows:

Office of Education, Finance Division
Fiscal Services Branch, Room 3089
400 Maryland Avenue, SW
Washington, D. C. 20202

(202) 962-2807 or 962-2881

7. REPORTS

The grantee shall submit such fiscal and technical reports as may be required in the grant or by the Grants Officer, and in the quantity and at the time stated in the report schedule which is set forth in the Special Terms and Conditions.

8. PRINTING AND DUPLICATING

All printing and duplicating authorized under this grant is subject to the limitations and restrictions contained in the current issue of the U. S. Government Printing and Binding Regulations if done for the use of the Office of Education within the meaning of those regulations.

9. TERMINATION

A. Termination and suspension for cause

1. General

(a) The grant may be terminated in whole or in part if the Government determines, after affording the grantee reasonable notice and an opportunity to be heard, that the grantee has failed to carry out the terms and conditions of the grant, the approved project proposal, in accordance with the applicable law or has otherwise failed to comply with any law or regulation.

(b) Subject to 2 below, the grant may be suspended during the pendency of termination proceedings initiated pursuant to this term and condition.

(c) Proceedings with respect to termination of the grant shall be initiated by mailing by the Grants Officer of a notice to the grantee setting forth the basis of the proposed termination and the procedures available to the grantee under this term and condition.

(d) If the Government determines that suspension of assistance during the pendency of such proceedings is necessary, such notice shall (i) inform the grantee of such determination, (ii) advise the grantee of the effective date of such suspension (which shall be no earlier than the date of such notice), and (iii) offer the grantee an opportunity to show cause why such action should not be taken.

(e) (i) The notice required under (d) above shall further advise the grantee that no new expenditures or obligations made or incurred in connection with the grant during the period of suspension will be recognized by the Grants Officer in the event the grant is ultimately terminated. (ii) Expenditures to fulfill legally enforceable commitments made, prior to the notice of suspension, in good faith and in accordance with the grantee's approved project and which meet the provisions of the Office of Management and Budget Circular No. A-87, and not in anticipation of suspension or termination, will not be considered new expenditures.

2. Opportunity to Show Cause

(a) If the grantee submits a request in writing to the Grants Officer for an opportunity to show cause why a suspension of the grant should not be continued or imposed, the Grants Officer will, within seven (7) days after receiving such a request, hold an informal meeting for such purpose.

(b) Except as otherwise provided by statute or regulations, the grantee may appeal the Government's decision to terminate, by submitting in writing to the Grants Officer, its rebuttal of the specific grounds for the proposed termination set forth in the notice of termination, within thirty (30) days following the date of mailing of such notice by the Government, unless an extension of such period of time has been granted in writing by the Grants Officer.

(c) The Grants Officer may, at his discretion, permit oral presentation by the Government and the grantee regarding the notice of termination and the grantee's written rebuttal.

(d) The Grants Officer will issue a final decision in the case of such appeal after the submission of the grantee's written rebuttal, or any oral presentations permitted by the Grants Officer, whichever is later.

(e) In the event the grant is terminated, financial obligations incurred by the grantee prior to the effective date of such termination will be allowed to the extent they would have been allowed had such grant not been terminated except that (i) no obligations incurred during the period in which the grant was suspended and no obligations were incurred in anticipation of the suspension or termination will be allowed, and (ii) the grantee shall cancel as many outstanding obligations as possible.

(f) In the event the grant is terminated, the grantee will submit to the Grants Officer within sixty (60) days after the effective date of such termination, two (2) copies of the OMB Financial status report form in effect at the time of termination.

(g) Within thirty (30) days after receipt of the financial status report, the Grants Officer will issue instructions to the grantee with regard to funds found due the Government.

B. Termination for convenience

(a) The Government or the grantee may terminate the grant in whole, or in part, prior to the expiration date of the grant period when both parties agree that the project is no longer susceptable to production results.

(b) The Grants Officer and the grantee shall agree to the termination conditions, including the effective date, and in case of partial termination, that portion of the project under the grant to be terminated. The grantee shall not incur any new obligations for the terminated portion of the project after the effective date of the termination and shall cancel as many outstanding obligations as possible affecting the terminated portion of the project.

(c) In the event the grant is terminated in whole or in part, costs incurred that meet the provisions of Office of Management and Budget Circular A-87, charged to the grant prior to the effective date of such termination will be allowed upon final settlement to the extent that they would have been allowable had the grant not been terminated in whole or in part, except that no obligations incurred in anticipation of termination will be allowed and the grantee shall cancel as many outstanding obligations as possible.

(d) The Grants Officer will allow full credit to the grantee for the Federal share of the non-cancelable obligations properly incurred by the grantee prior to termination. REF: OMB Circular No. A-102, Attachment L-2-3.

10. APPLICABILITY OF STATE AND LOCAL LAWS AND INSTITUTIONAL PROCEDURES REGARDING EXPENDITURE OF FUNDS

Except to the extent otherwise provided for in this document or any document incorporated herein by reference, nothing herein or therein shall be construed so as to alter the applicability to the grantee of any State or local law, rule, regulation, or any institutional procedure which would otherwise pertain to the expenditure of funds.

11. COPYRIGHT AND PUBLICATION

Where the grant results in a book or other copyrightable material, the author or grantee is free to copyright the work, but the Commissioner reserves the royalty-free, non-exclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use the work for Government purposes. REF: OMB Circular No. A-102, Attachment N-6.

12. ACKNOWLEDGMENT AND DISCLAIMER IN PUBLICATION

a. Any publication or presentation resulting from or primarily related to the project being performed hereunder shall contain the following acknowledgment:

> The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

b. Materials produced as a result of the grant may be published without prior review by the Commissioner, provided that 15 copies of such materials shall be furnished to the Grants Officer and no such materials may be published for sale without the prior approval of the Grants Officer. Such approval shall be subject to such requirements as the Commissioner deems appropriate.

13. PATENT RIGHTS

a. Policy

In accordance with Department of Health, Education, and Welfare Regulations (45 CFR Subtitle A, Parts 6 and 8), all inventions made in the course of or under any Office of Education grant shall be promptly and fully reported to the Assistant Secretary (Health and Scientific Affairs), Department of Health, Education, and Welfare.

The grantee institution and the principal investigator shall neither have nor make any commitments or obligations which conflict with the requirements of this policy.

b. Determination

Determination as to ownership and disposition of invention rights, including whether a patent application shall be filed, and if so, the manner of obtaining, administering, and disposing of rights under any patent application or patent which may be issued shall be either:

(1) by the Assistant Secretary (Health and Scientific Affairs) whose decision shall be considered final, or

(2) where the institution has a separate formal institutional agreement with the Office of Education or the Department, by the grantee institution in accordance with such agreement.

Patent applications shall not be filed on inventions under (1) above without prior written consent of the Assistant Secretary (Health and Scientific Affairs) or his representative. Any patent application filed by the grantee on an invention made in the course of or under an Office of Education grant shall include the following statement in the first paragraph of the specifications:

> "The invention described herein was made in the course of, or under, a grant from the U. S. Office of Education, Department of Health, Education, and Welfare."

c. Reports and Other Requirements

A complete written disclosure of each invention in the form specified by the Assistant Secretary (Health and Scientific Affairs) shall be made by the grantee promptly after conception or first actual reduction to practice, whichever occurs first under the grant. Upon request, the grantee shall furnish such duly executed instruments (prepared by the Government) and such other papers as are deemed necessary to vest in the Government the rights reserved to it under this policy statement to enable the Government to apply for and prosecute any patent application, in any country, covering each invention where the Government has the right to file each application.

The grantee shall furnish interim reports (Annual Invention Statements) prior to the continuation of any grant listing all inventions made during the budget period whether or not previously reported, or certifying that no inventions were made during the applicable period. Upon completion of the project period, the grantee shall furnish a final invention report listing all inventions made during performance of work on the supported project or certifying that no inventions were made during that work.

d. Supplementary Patent Agreements

The grantee shall obtain appropriate patent agreements to fulfill the requirements of this provision from all persons who perform any part of the work under the grant except such clerical and manual labor personnel as will have no access to technical data, and except as otherwise authorized in writing by the Department.

The grantee shall insert in each subcontract or agreement having experimental, developmental, or research work as one of its purposes, a clause making this provision applicable to the subcontractor and its employees.

e. Definitions

As used in this provision, the stated terms are defined as follows for the purposes hereof:

(1) "Invention" or "invention or discovery" includes any art, machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is or may be patentable under the Patent Laws of the United States.

(2) "Made" when used in relation to any invention or discovery means the conception or first actual reduction to practice of such invention in the course of the grant.

f. Inventions Resulting from Grants Made in Support of Research by Federal Employees

Inventions resulting from grants made in support of research by Federal employees shall be reported simultaneously to the Assistant Secretary (Health and Scientific Affairs) pursuant to terms of the grant and to the employing agency under the terms of Executive Order 10096, as amended.

14. TRAVEL

Travel allowances shall be paid in accordance with applicable State and local laws and regulations and grantee policies. If none of these are applicable, travel shall be done in accordance with Federal Government regulations. No foreign travel is authorized under the grant unless prior approval is received from the Grants Officer. Travel between the United States and Guam, American Samoa, Puerta Rico, the U. S. Virgin Islands, the Canal Zone, and Canada is NOT considered foreign travel.

15. PROPERTY MANAGEMENT (EQUIPMENT)

a. Definitions

The following definitions apply:

(1) Real Property. Real property means land, land improvements, structures and appurtenances thereto, excluding movable machinery and equipment.

(2) Personal Property. Personal property means property of any kind except real property. It may be tangible (having physical existence) or intangible (having no physical existence) such as patents, inventions, and copyrights.

(3) Nonexpendable Personal Property. Nonexpendable personal property means tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit. A grantee may use its own definition of nonexpendable proparty provided that such definition would at least include all tangible personal property as defined above.

(4) Expendable Personal Property. Expendable personal property refers to all tangible personal property other than nonexpendable property.

(5) Excess Property. Excess property means property under the control of any Federal agency which, as determined by the head thereof, is no longer required for its needs.

b. Personal Property Acquisitions

Personal property shall be acquired by the grantee, in whole or in part with Federal funds, only to the extent required for the performance of the grant, and in the quantity and dollar amount specified elsewhere herein. Real property shall not be acquired in support of this grant.

c. Title

(1) Title to nonexpendable personal property acquired by the grantee in whole or in part with Federal funds shall vest in the grantee.

(2) Title to Federally-owned nonexpendable property which is provided to the grantee remains vested in the Federal Government.

d. Use

The grantee shall use personal property acquired or provided under the grant solely in the performance of the grant.

(1) The grantee shall retain the property acquired with Federal funds in the grant program as long as there is a need for the property to accomplish the purpose of the grant program whether or not the program continues to be supported by Federal funds. When there is no longer a need for the property to accomplish the purposes of the grant program, the grantee shall use the property in connection with other Federal grants it has received in the following order of priority:

(a) Other grants of the Office of Education needing the property.

(b) Grants of other Federal agencies needing the property.

(2) When the grantee no longer needs the property in any of its Federal grant programs, the property may be used for its own official activities in accordance with the following standards:

(a) Nonexpendable property with an acquisition cost of less than $500 and used four years or more. The grantee may use the property for its own official activities without reimbursement to the Federal government or sell the property and retain the proceeds.

(b) All other nonexpendable property. The grantee may retain the property for its own use provided that a fair compensation is made to the original grantor agency for the latter's share of the property. The amount of compensation shall be computed by applying the percentage of Federal participation in the grant program to the current fair market value of the property.

e. Disposition

(1) If the grantee has no need for the property, disposition (of the property) shall be as follows:

(a) Nonexpendable property with an acquisition cost of $1,000 or less. Except for property which meets the criteria of d. (2) (a) above, the grantee shall sell the property and reimburse the Federal grantor agency an amount which is computed in accordance with "b" below.

(b) Nonexpendable property with an acquisition cost of over $1,000. The grantee shall request disposition instructions from the grantor agency.

(i) If the grantee is instructed to ship the property elsewhere, the grantee shall be reimbursed by the benefiting Federal agency with an amount which is computed by applying the percentage of the grantee's participation in the grant program to the current fair market value of the property plus any shipping or interim storage cost incurred.

(ii) If the grantee is instructed to dispose of the property, he shall be reimbursed by the Federal grantor agency for such cost incurred in its disposal.

(iii) If disposition instructions are not issued within 120 days after reporting, the grantee shall sell the property and reimburse the Federal grantor agency.

(c) Federally-owned nonexpendable personal property. The grantee shall report to the Grants Officer, in writing, the Federally-owned nonexpendable personal property acquired or provided under the grant upon the completion or termination of the grant or if the need for the property no longer exists.

f. Management Standards

The grantee's property management standards for nonexpendable personal property shall also include the following procedural requirements:

(1) Property records shall be maintained accurately and provide for: a description of the property; acquisition date and cost; source of the property; percentage of Federal funds used in the purchase of the property; location, use, and condition of the property; and ultimate disposition data including sales price or the method used to determine current fair market value, if the grantee reimburses the grantor agency for its share.

(2) A physical inventory of the property shall be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the property.

(3) A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft to the property. Any loss, damage, or theft of nonexpendable property shall be investigated and fully documented.

(4) Adequate maintenance procedures shall be implemented to keep the property in good condition.

(5) Proper sales procedures shall be established for unneeded property which will provide for competition to the fullest extent practicable and result in the highest possible return.

g. Expendable Personal Property

When the total inventory value of any unused expendable personal property exceeds $500 at the expiration of the need for any Federal grant purposes, the grantee may retain the property or sell the property as long as he compensates the Federal Government for its share in the cost. The amount of compensation shall be computed in accordance with d. (2) (b).

h. Intangible Property

Specific standards for control of intangible property are provided as follow

> If any program produces patents, patent rights, processes or inventions, in the course of work aided by a Federal Grant, such fact shall be promptly and fully reported to the grantor agency. The grantor agency shall determine whether protection on such invention or discovery shall be sought and how the rights in the invention or discovery--including rights under any patent issued thereon--shall be disposed of and administered in order to protect the public interest consistent with the "Government Patent Policy" (President's Memorandum for Heads of Executive Departments and Agencies, August 23, 1971, and Statement of Government Patent Policy as printed in 36 F.R. 16889). REF: OMB Circular A-102, Attachment N.

16. CONTRACTING UNDER GRANTS

The grantee may enter into contracts or agreements (to the extent permitted by State and local law) for the provision of part of the services under this grant by other appropriate public or private agencies or institutions. Such contract or agreement shall incorporate all rules and regulations applicable to the program, shall describe the services to be provided by the agency or institution, and shall contain provisions assuring that the grantee will retain supervision and administrative control over the provision of services under the contract.

17. HEALTH AND SAFETY STANDARDS

Whenever the grantee, acting under the terms of the grant, shall rent, lease, purchase, or otherwise obtain classroom facilities (or any other facilities) which will be used by students and faculty, the grantee shall comply with all health and safety regulations and laws applicable to similar facilities being used in that locality for such purpose.

18. COMPENSATION

If a staff member is involved simultaneously in two or more projects supported by funds from the Federal Government, he may not be compensated for more than a total of one-hundred percent (100%) time from such Government funds for all projects during any given period of time. The grantee shall not use any grant funds or funds from other sources to pay a fee to, or travel expenses of, employees of the Office of Education for lectures, attending program functions, or other activities in connection with the grant.

19. LABOR STANDARDS

To the extent that grant funds will be used for alteration and repair (including painting and decorating) of facilities, the grantee shall furnish the Grants Officer with the following:

a. a description of the alteration or repair work and the estimated cost of the work to be performed at the site;

b. the proposed advertising and bid opening dates for the work;

c. the city, county, and State at which the work will be performed; and

d. the name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in contracts; not later than six (6) weeks prior to the advertisement for bids for the alteration or repair work to be performed. The grantee shall also include or have included in all such alterations or repairs the wage determination and labor standards provisions that are provided and required by the Secretary of Labor under 29 CFR Parts 3 and 5.

20. EQUAL EMPLOYMENT OPPORTUNITY

With respect to repair and minor remodeling, the grantee shall comply with and provide for contractor and subcontractor compliance with the requirements of Executive Order 11246, as amended, as implemented by 41 CFR Part 60. The terms required by Executive Order 11246 will be included in any contract for construction work, or modification thereof, as defined in said Executive Order.

21. USE OF CONSULTANTS

a. The hiring and payments to consultants shall be in accordance with applicable State and local laws and regulations and grantee policies. However, for the use of and payment to consultants whose rate will exceed $100 per day, prior written approval for the use of such consultants must be obtained from the Grants Officer.

b. The grantee must maintain a written report for the files on the results of ALL consultations charged to this grant. This report must include, as a minimum: (1) the consultant's name, dates, hours, and amount charged to the grant; (2) the names of the grantee staff to whom the services are provided; and (3) the results of the subject matter of the consultation.

22. CLEARANCE OF FORMS

To permit monitoring and clearance, the grantee is to submit to the appropriate Program Officer, prior to use, five (5) copies of all tests, questionnaires, interview schedules or guides, and rating scales which are to be employed in collecting data from ten or more individuals or organizations. A brief report of RELATED INFORMATION (such as purposes of the study, relevance of the data-gathering instruments to these purposes, nature of the sample, number of respondents, etc.) must accompany the copies of the instruments, in accordance with directions from the Office of Education.

EXCEPTIONS:

a. Copies need not be submitted of conventional instruments which deal solely with (1) cognitive functions or technical proficiency (e.g., scholastic aptitude, school achievement, etc.), (2) routine demographic information, or (3) routine institutional information; but a REPORT of the "related information" (as specified above) concerning the particular data-gathering instruments must be supplied to the Program Officer in order to permit appropriate monitoring and clearance.

b. Ordinary classroom tests employed in the development of a new curriculum or as part of the regular instructional routine, constituting part of the project for which funds are granted, need be neither reported nor submitted; but final tests employed in such a project, serving purposes of evaluation, must be reported; and, if significantly unusual in such essential features as content, directions, form of response, etc., must be submitted in five (5) copies.

23. GRANT-RELATED INCOME AND INVESTMENT INCOME

A. Interest or other income earned by investment of the grant funds is termed "Investment Income." Accountability for investment income shall be satisfied in accordance with the following requirements:

1. Local education agencies are required to return the funds to the U. S. Office of Education in accordance with the decision of the Comptroller General of the United States (42 Comptroller General 289).

2. State agencies are not accountable to the U. S. Office of Education for its use of Investment Income pending their disbursement for program purposes.

B. Royalties received from copyrights and patents, and funds received from sale of products or services, fees received for personal services, etc. are termed "Grant Related Income." Accountability for Grant Related Income shall be satisfied in accordance with the following requirements:

1. Funds received from royalties on copyrights and patents during the grant period shall be retained by the grantee and (a) either added to the funds already committed to the program or; (b) deducted from the total project costs for the purpose of determining the net costs on which the Federal share of cost will be based.

2. After termination or completion of the grant, the Federal share of royalties in excess of $200 received annually shall be returned to the U. S. Office of Education for deposit as Miscellaneous Receipts in the U. S. Treasury. The Federal share of royalties shall be computed on the same ratio basis as the Federal share of project cost. With respect to copyright royalties only, the grantee may elect to enter into a separate agreement with the U. S. Office of Education, pursuant to the COPYRIGHT GUIDELINES, with regard to the publication or marketing of specific materials developed or to be developed under the grant. In that event, the royalty allocation, after grant termination or completion, will be in accordance with the provisions of that separate agreement.

3. All other income earned during the grant period shall be retained by the grantee and shall be disposed in either one of the following ways:

   (a) Added to funds committed to the project by the Government and the grantee and be used to further eligible program objective, or

   (b) Deducted from the total project costs of the grant for the purpose of determining the net costs on which the Federal share of costs will be based.

4. Grant related income may be used to reimburse costs which have previously been treated as nonreimbursable. The income may not be used to reimburse unallowable costs.

5. The expenditure of the Federal share of grant related income will not be considered in meeting cost sharing or matching requirements except for grants under those programs where it is clear that legislative intent was to permit such income to be used for those purposes.

6. If the grantee receives any grant related income in connection with the grant, the maintenance of records of the receipt and disposition of the grant related income shall be in accordance with the requirements set forth in Grant Term and Condition No. 5, Accounts and Records. REF: OMB Circular A-102, Attachment E-1,2.

24. CHANGES IN KEY PERSONNEL

The project director and other grant personnel specified by name in the proposal are considered to be essential to the work being performed. If for any reason substitution of a specified individual becomes necessary, the grantee shall provide timely written notification to the Grants Officer. Such written notification shall include the successor's name with a resume of his qualifications.

25. ANIMAL CARE

Where research animals are used in any project financed wholly or in part with Federal funds, every precaution shall be taken to assure proper care and humane treatment of such animals.

APPENDIX VIII

COOPERATIVE AGREEMENTS

COOPERATIVE AGREEMENT WITH THE
TEXAS EMPLOYMENT COMMISSION
and
THE DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
TEXAS EDUCATION AGENCY

It is hereby agreed that the Texas Employment Commission will make available to the Texas Education Agency and to local educational agencies occupational information regarding present and future prospects of employment in the labor market areas of the State for consideration in using this information in curriculum planning of programs of vocational education realistic in the light of current and projected manpower needs and occupational opportunities, and for use by local school personnel and vocational guidance counselors in student counseling, in the improvement of existing vocational education programs, and for the establishment of new programs.

It is agreed that offices of the Texas Employment Commission will cooperate with the Texas Education Agency and local educational agencies relating to testing services and occupational information materials, assisting to the extent possible in supplying these services and materials.

It is further agreed that the staff of the Texas Education Agency and guidance counselors, supervisors, coordinators or teachers of local educational agencies will make available to the offices of the Texas Employment Commission the types and locations of vocational education programs in operation and information regarding the occupational qualifications of persons having completed or completing vocational education courses in schools. Such information will be made available to local offices of the Texas Employment Commission for the information of persons desiring to enter training programs and for the guidance and placement of graduates of vocational education programs who are available for employment.

Henry Rothell
Administrator, Texas Employment Commission

J. W. Edgar
Commissioner of Education
Texas Education Agency

John R. Guemple
Associate Commissioner for Occupational
Education and Technology, Texas
Education Agency

Date: 7/17/72

Date: 1/17/72

COOPERATIVE AGREEMENT BETWEEN THE
TEXAS EDUCATION AGENCY
and
THE TEXAS REHABILITATION COMMISSION

The purposes of the following agreement are to assure continued cooperation between the staffs of the Texas Education Agency and the Texas Rehabilitation Commission. They are also intended to ensure that training programs designed for handicapped persons are realistic in light of the special needs of such persons to the extent that they can achieve their vocational objectives that would otherwise be beyond their reach.

To accomplish these purposes, the State Board of Education and Texas Rehabilitation Commission mutually agree to cooperate to the fullest extent in the following actions and activities:

1. The planning and development of provisions in the Texas State Plan for Vocational Education for the handicapped.
2. The research and study required to determine the training potential of handicapped persons in light of their handicapping conditions.
3. The development of programs and projects to meet the vocational needs of such handicapped persons.
4. The development of appropriate in-service training for teachers of the handicapped.
5. The establishment of interdepartmental communications to facilitate program evaluation.

J.W. Edgar
Commissioner of Education
Texas Education Agency

Commissioner of Rehabilitation
Texas Rehabilitation Commission

John R. Guemple
Associate Commissioner for
Occupational Education and Technology
Texas Education Agency

Date: June 5, 1970

Date: June 5, 1970

COOPERATIVE AGREEMENT BETWEEN THE
TEXAS EDUCATION AGENCY
AND
THE TEXAS INDUSTRIAL COMMISSION

The purpose of this agreement is to assure continued cooperation between the staffs of the Texas Education Agency and the Texas Industrial Commission to provide the necessary adult technical and vocational training required to qualify the citizens of the state for industrial job opportunities created by the location of new industry or the expansion of existing industry. In addition to a goal of providing better jobs for Texans it is the further purpose of this agreement to provide qualified employees to Texas industry to insure their profitable growth and further expansion thus improving the economy of the state.

To accomplish this purpose the Texas Education Agency and Texas Industrial Commission mutually agree to cooperate to the fullest extent in the following actions and activities.

1. The identification of the training needs of new or expanding industry.
2. The determination of the available resources that may best be combined to provide the training required to qualify citizens of the state for available industrial job opportunities.
3. The establishment of the necessary training program or programs.
4. Translating the industries training needs into a training proposal to be made by a training institution to the industry.
5. Assuring that the training program is administered to accomplish the desired results in providing better jobs for Texans and qualified employees to Texas Industry to insure their profitable growth and future expansion.

J. W. Edgar
Commissioner of Education
Texas Education Agency

Chairman, Texas Industrial
Commission

Associate Commissioner for
Occupational Education and
Technology
Texas Education Agency

Executive Director
Texas Industrial Commission

Date: 12-2-71

Date: October 2, 1971

The State Of Texas, County of Travis

Before me, the undersigned authority, a Notary Public in and for said County and State, on this day personally appeared J. W. Edgar, known to me to be the person whose name is subscribed to the foregoing instrument, and declared to me upon oath that the foregoing instrument is true and correct, and that the original is on file in the Business Office of the Texas Education Agency.

Given Under my hand and seal of office this the 18th day of July, 1972.

Notary Public in and for

Travis County, Texas.

INDUSTRIAL TRAINING
OPERATING AGREEMENT
BETWEEN
THE TEXAS EDUCATION AGENCY
AND
THE TEXAS INDUSTRIAL COMMISSION

The purpose of cooperative agreement between the Texas Education Agency and the Texas Industrial Commission dated August 30, 1971, is to provide the necessary adult technical and vocational training required to qualify the citizens of the state for industrial job opportunities created by the location of new industry or the expansion of existing industry. In broad terms, the agreement outlines the actions and activities in which the two agencies mutually agree to cooperate to the fullest extent to accomplish this purpose.

The intent of this Industrial Training Operating Agreement is to outline in specific terms the actions or activities to be carried out by each agency to accomplish the purpose of the Co-operative Agreement.

1. The Texas Industrial Commission will provide a consultant as liaison with Industry, Communities, and Professional Industrial Developers to identify the training needs of new or expanding industries.

2. The Texas Education Agency will provide a one-man staff located in the Texas Industrial Commission offices. T.E.A. will provide the supporting budget and T.I.C. will provide the required office space.

3. The T.I.C. consultant will be responsible for the initial discussions with the Industry representatives. He will also be responsible for coordinating and chairing meetings between the Industry, T.E.A., and other groups.

4. The T.E.A. representative will be responsible for translating the Industries' training needs into a firm proposal to be made to the industry to provide the training. The proposal will be made by the training institution (or institutions) and will be transmitted to the Industry by the T.I.C. Consultant.

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5. The training proposal will provide for T.E.A. or the training institution (or institutions) to absorb the costs for furnishing the following as necessary:

   a. Threshold training-employment evaluation.

   b. Pre-employment training.

   c. Vestibule training at an established Educational Institution having the necessary facilities or at which the needed additional facilities will be provided.

   d. Vestibule training at a temporary training facility.

   e. On-the-job training at the industries' plant location. Also other types of training that may be desired at the plant location such as supervisory or technical training.

   f. Instructors, including the cost for instructors made available by the industry.

   g. Materials and consumable supplies used during the training period.

   h. Heating, lighting, and power at the training facility.

   i. Maintenance of equipment owned by the training institution (or institutions).

6. The following items will be negotiable between T.E.A. and the training institutions (or institutions) with the community, including local school districts, or with the industry.

   a. Furnishing major special equipment or machinery required for training.

   b. Shipment, installation, and hook-up of major special equipment or machinery required for training.

c. Maintenance of equipment owned by the industry.

d. Trainee tuition costs and instructional material costs.

e. Special materials required for training such as materials to be machined or welded, etc.

f. Providing a temporary facility for training such as leased building or new building.

7. The industry will absorb the cost of:

   a. Trainee wages during the training period if the trainee is an employee of the industry during training.

   b. Transportation of employee trainees.

J. W. Edgar
Commissioner of Education
Texas Education Agency

Chairman, Texas Industrial
Commission

John R. Guemple
Associate Commissioner for
Occupational Education and
Technology
Texas Education Agency

James H. Harwell
Executive Director
Texas Industrial Commission

Date: 12-2-71

Date: October 2, 1971

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The State of Texas, County of Travis

Before me, the undersigned authority, a Notary Public in and for said County and State, on this day personally appeared J. W. Edgar, known to me to be the person whose name is subscribed to the foregoing instrument, the Industrial Training Operating Agreement between the Texas Education Agency and the Texas Industrial Commission, and declared to me upon oath that the foregoing instrument is true and correct, and that the original is on file in the Business Office of the Texas Education Agency.

Given under my hand and seal of office this the 18th day of July, 1972.

Notary Public in and for

Travis County, Texas

COOPERATIVE AGREEMENT
BETWEEN
THE TEXAS EDUCATION AGENCY
AND
THE TEXAS DEPARTMENT OF CORRECTIONS

The purpose of this agreement is to assure continuing cooperation between the two agencies in planning and implementing the educational programs, services and activities for inmates in correctional institutions authorized by Senate Bill 35, Acts of the 61st Legislature, Regular Session 1969.

It is understood by both agencies that the need for educational programs, services and activities is to be clearly identified and eligibility established in order that funds may be made available in accordance with the priorities set forth in appropriate legislation.

Personnel of both agencies will cooperate at all levels in making available supportive services necessary to assure quality programs, services, and activities for inmates.

Joint provisions for adequate communication to facilitate program planning, development, implementation and evaluation will be made.

This agreement will remain in force until it is terminated, revised, or amended by mutual agreement.

Director, Texas Department
of Corrections

J W Edgar
Commissioner of Education
Texas Education Agency

John R Guemple
Associate Commissioner for
Occupational Education and Technology
Texas Education Agency

Date: June 24, 1971

Date: June 28, 1971

COOPERATIVE AGREEMENT
BETWEEN
THE TEXAS EDUCATION AGENCY
AND
THE TEXAS DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION

The purpose of this agreement is to assure continuing cooperation between the two agencies in implementation, carrying out of planning, and other necessary steps in providing vocational education which is of high quality for mentally and seriously emotionally handicapped youth and adults.

It is understood by both agencies that the need for vocational education programs, services, and activities is to be clearly identified and eligibility established in order that vocational funds may be available in accordance with the priorities of the legislation.

Personnel of both agencies will cooperate at all levels in making available supportive services necessary to assure quality vocational education for the mentally and emotionally handicapped.

Joint provisions for adequate communication to facilitate program planning, development, implementation, and evaluation will be made.

This agreement will remain in force until it is terminated, revised, or amended by mutual agreement.

David Wade, M.D.
Commissioner of Mental Health and
Mental Retardation

J. W. Edgar
Commissioner of Education
Texas Education Agency

John R. Guemple
Associate Commissioner for
Occupational Education and Technology
Texas Education Agency

Date: June 30, 1971

Date: June 30, 1971

COOPERATIVE AGREEMENT
(Excess Property Services)

THIS AGREEMENT, entered into this 28 day of December, 1971, by and between the Texas Education Agency and the Texas Surplus Property Agency, shall by mutual consent of the parties hereto cover "Services Rendered" by the Texas Surplus Property Agency in support of Adult and Vocational-Technical Education Federal Excess Personal Property Program.

SERVICES RENDERED MAY INCLUDE:

A. Screening, locating, inspecting and freezing of Excess Property tentatively identified or selected for program use by the Texas Education Agency. Verify the condition and usability of selected property and submit required property transfer documents as requested by the Texas Education Agency.

B. Arranging for packing and crating, as may be necessary, and for the pickup and delivery of excess property to designated institutions or locations.

C. Interim warehousing to the extent of space availability without interferring or commingling with surplus property.

Services rendered shall be on an "as required basis" as determined by the Excess Property Coordinator of the Texas Education Agency or a designated representative thereof. It is hereby agreed by and between the Texas Education Agency and the Texas Surplus Property Agency that cost rates are based on actual cost experience by the State Agency for Surplus Property; however, no costs incurred shall exceed the lowest costs obtainable for identical services from commercial sources in the local area of performance.

Services performed for the Texas Education Agency under this agreement shall be consolidated to the maximum extent possible with services being performed at the present time by the Texas Surplus Property Agency. Where such functions are combined, the expenses incurred will be prorated based upon the actual cost required to accomplish the additional work required. Requested services will not be deferred for consolidation when it is clearly established that time is of the essence in meeting a program need.

Transportation costs and other services described above are to be charged to and paid by the Local Education Agency receiving the property. This agreement supersedes all previous agreements entered into by and between the Texas Education Agency and the Texas Surplus Property Agency, and its provisions shall remain in effect until such time as amended, revised, or terminated by mutual consent of the parties hereto. The Regional Director, Adult, Vocational, and Technical Education, Office of Education, and the Regional Representative, Office of Surplus Property Utilization, must concur in the Agreement and any amendment or revision thereto before such instrument becomes effective.

TEXAS SURPLUS PROPERTY AGENCY

By: ______________________

(Title) Executive Director

Recommended: ______________________

Regional Director, Adult Vocational Technical Education

____

Regional Representative, Office of Surplus Property Utilization

____

Regional Excess Property Coordinator

THE STATE OF TEXAS:

Certified as being executed for the purpose and effect of activating and/or carrying out the orders, established policies, or for programs heretofore approved by the State Board of Education.

By: ______________________

Executed as State Commissioner of Education, Texas Education Agency

RECOMMENDED FOR APPROVAL:

____

Associate Commissioner for Occupational Education and Technology

____

Director, Occupational Administrative Services

APPENDIX IX

VOCATIONAL EDUCATION UNDER CONTRACT

CONTRACTS WITH OTHER SCHOOLS FOR VOCATIONAL CLASSES

(a) The board of trustees of a school district may contract with another school district or with a public or private post-secondary educational institution or trade or technical school, which is regulated by the State, as designated in the State Plan for Vocational Education to provide vocational classes for students in the district.

(b) A pupil who attends vocational classes at another school pursuant to a contract authorized in Subsection (a) shall be included in computations of average daily attendance by the school district in which he is regularly enrolled.

(c) Any agreement entered into under the provisions of this section shall be subject to the rules and regulations of the State Board of Vocational Education, and the cost to the State shall not exceed the cost that would result if the classes were operated by the school district entering into the agreement.

(d) The instructors and instructional materials and equipment utilized in the classes shall be subject to the approval of the Central Education Agency.

(e) The instructors teaching in private schools, which are contracting with public schools for instruction of public school students, shall be eligible for the same in-service teacher education opportunities provided by the State for public school teachers.

Added by Acts 1971, 62nd Leg., p. 1740, ch. 507, section 1, eff. May 31, 1971.

(Chapter 21, Subchapter D, Section 21.1111, Texas Education Code, 1971)

APPENDIX X

CONSTRUCTION REQUIREMENTS

1.91

RESPONSIBILITIES OF LOCAL EDUCATIONAL AGENCIES IN THE ADMINISTRATION OF FEDERAL LABOR STANDARDS UNDER THE VOCATIONAL EDUCATION ACT OF 1963 AS AMENDED

The Texas Education Agency
Department of Occupational Education and Technology
201 East Eleventh Street
Austin, Texas 78701

Revised August 4, 1970

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RESPONSIBILITIES OF LOCAL EDUCATIONAL AGENCIES IN THE ADMINISTRATION OF FEDERAL LABOR STANDARDS UNDER THE VOCATIONAL EDUCATION ACT OF 1963

FOREWORD

As a condition to approval by the Vocational Division of the Texas Education Agency for construction of area vocational educational school facilites under the Vocational Education Act of 1963, the project specifications must contain assurances that (1) the rates of pay (including fringe benefits) for laborers and mechanics engaged in the construction will not be less than the prevailing rates, as determined by the Secretary of labor, in the same locality on projects of a character similar to the contract work, and (2) that no laborer or mechanic will be required or permitted to work in excess of eight hours per day or forty hours per week unless such laborer or mechanic receives compensation at a rate of not less than one and one-half times his basic rate of pay (exclusive of fringe benefits) for all hours worked in excess of eight hours per day or forty hours per week, as the case may be. The first assurance is required in all construction contracts the second is required in construction contracts in excess of $2,000.

The successful bidder will be expected to familiarize himself with and conform to all provisions of the pertinent labor standards, including the applicable provisions concerning minimum rates determined pursuant to the Davis-Bacon Act, overtime requirements of the Contract Work Hours Standards Act, and the anti-kickback provisions of the Copeland Act. Any violations of these standards can result in the withholding of Federal funds with respect to the project and in other penalties.

The terms applicant and owner are used synonymously in this publication.

PROCEDURES BEFORE BIDDING

Wage Determination - Securing a determination of the prevailing wage rates is the responsibility of the applicant. Use form provided in Appendix B. Fill in all required information. Each craft to be used on the project must be checked. (A general statement such as all crafts or all applicable crafts is not acceptable.) In listing the crafts to be used on the project, the applicant should consult the architect retained to draw up the project specifications and may also consult any prospective contractors in the area who would likely be interested in submitting bids on the project.

The applicant submits a wage determination request to the Vocational Division of the Texas Education Agency. The request should reach the Vocational Education Division no less than six weeks before the date of bid advertising. This will provide sufficient time to enable the Department of Labor to receive the request from the Vocational Education Division, to complete the wage determination, and return the determination through channels to the applicant in time for inclusion in the bid specifications that will be given to the contractor before the opening of bids.

A wage determination will be effective for 120 days from date of determination. If an award is not made during the effective period of the wage determination, the wage determination must be redetermined. If it appears that it will expire between bid opening and award, the applicant should request a new determination sufficiently in advance of bid opening to assure receipt prior thereto. However, when because of unavoidable circumstances a determination expires after bid opening but before award, the Solicitor of Labor may extend the expiration date of a determination if he finds it necessary and proper to prevent injustice or undue hardship. In such cases the extension would be based upon written evidence of the injustice or hardship which would be submitted to the Vocational Education Division of the Texas Education Agency for transmittal to the U. S. Office of Education.

Modifications (Amended Determinations)

The Department of Labor may automatically amend wage rates after a determination has been made. A modification received by the Regional Engineer at least 10 days before bid opening date must be incorporated by the Applicant in the proposed bid documents, through the bid addenda.

Pursuant to recent amendment of the Davis-Bacon Act, the wage determination rate for each class of employees shall include the amount of fringe benefits incurred by the employer for the benefit of employees in that class. Such fringe benefits may include the following: (1) medical or hospital care, (2) pensions on retirement or death, (3) compensation for injuries or illness resulting from occupational activity or insurance to provide any of the foregoing, (4) unemployment benefits, (5) life insurance, (6) disability and sickness insurance, (7) accident insurance, (8) vacation and holiday pay, and (9) the costs of apprenticeship or other similar programs (see Section 1 (b) (2) of the Davis-Bacon Act, as amended by P. L. 88-349, 78 Stat. 238,29 U. S. C. 276a). Such fringe benefits are computed either on the basis of (a) the rate of contribution irrevocably made by a contractor or subcontractor to a trustee or other third party pursuant to a fund, plan, or program (hereinafter referred to as a trust fund, plan, or program) or (b) the rate of costs to the contractor or subcontractor which may be reasonably anticipated in providing fringe benefits pursuant to a legally enforceable commitment to carry out a financially responsible plan or program which was communicated in writing to the laborers and mechanics affected (hereinafter referred to as contract plan or program). The wage determination rate therefore becomes the sum of (1) the basic hourly rate of pay and (2) the cash equivalent, computed on an hourly wage rate basis, of all eligible fringe benefits.

If the contractor proposes to pay a wage which includes a fringe benefit not expressed as an hourly wage rate and the contractor is obligated to pay a cash equivalent of such a fringe benefit, a report of this situation shall be submitted by the applicant to the Vocational Division of the Texas Education Agency for transmission to the Department of Health, Education, and Welfare. If the contractor, the applicant, and the representatives of the Texas Education Agency or the Department of Health, Education, and Welfare disagree on the cash equivalent of the fringe benefit proposed by the Commissioner, the question, accompanied by a recommendation of an appropriate representative of the Department of Health, Education, and Welfare, shall be referred to the Secretary of Labor for determination (see contract clause 1 (c), Appendix C). Likewise, if the contractor or subcontractor wishes to consider as part of the wages paid to his workers the amount of (1) any costs reasonably anticipated in providing benefits pursuant to a contract plan or program or (2) the amount of any bona fide fringe benefits not expressly listed in (1) through (9) of the previous paragraph (whether provided through a trust fund or contract plan or program), the contractor must obtain from the Secretary of Labor a determination that payment of such benefits meets the applicable standards of the Davis-Bacon Act. Whenever practicable, the contractor should request that the Secretary of Labor make such a determination before entering into a contract with the applicant and the applicant should make sure that all such problems are cleared away before awarding bids. In the case of unfunded contract plans or programs, the Secretary of Labor may require the contractor to set aside in a separate account assets adequate to meet obligations under the plan or program (see contract clause 1 (d), Appendix C).

If, after the receipt of the wage determination from the Department of Labor, the contractor plans to use employees of a class not listed in the wage determination, the applicant shall submit a report of this situation to the Vocational Division of the Texas Education Agency for transmission to the Department of Health, Education, and Welfare. Such report shall indicate how the employee was classified or reclassified conformably with the wage determination. If the contractor, the applicant, or the representatives of the Texas Education Agency or the Department of Health, Education, and Welfare disagree on the proper classification or reclassification of a particular class of employees to be used, the question, accompanied by a recommendation of an appropriate representative of the Department of Health, Education, and Welfare shall be referred to the Secretary of Labor for final determination (see contract clause 1 (b), Appendix C).

Insertion of Required Contract Clauses - The contract clauses in Appendix C shall be included in each contract for construction of area vocational education schools, except that in contracts of $2,000 or less there need not be included paragraph (2), the last two sentences in paragraph (3), and the reference to paragraph (2) in the first sentence of paragraph (3). To make sure that all prospective contractors are apprised of the applicability of the clauses in Appendix C before bidding on the construction project, the applicant shall include such clauses in the specifications for bidders. It is the responsibility of the applicant and the Texas Education

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Agency to check both the bid specifications and the contract to see that they are included. For required clauses see Appendix C.

COMPLIANCE PROCEDURES AND INVESTIGATIONS AFTER BID AWARD

Posting of Minimum Wage Determination - The wage rate determination shall be posted by the contractor at the site of the work in a prominent place where it can be easily seen by the workers. It is the responsibility of the applicant to see that it is so posted.

Payroll Retention and Submission -

a. The applicant shall insure that payrolls and basic payroll records of the contractor and subcontractor will be maintained by the contractor and the subcontractor during the course of the work preserved for a period of three years thereafter for all laborers and mechanics working at the site of the work. Such records will contain the name, social security number, and address of each such employee, his correct classification, rate of pay (including rates of contributions or costs anticipated for fringe benefits), daily and weekly number of hours worked, deductions made, and actual wages paid.

Whenever the Secretary of Labor has found (pursuant to contract clause 1 (d), Appendix C) that the wages of any employee include the amount of any costs reasonably anticipated in providing benefits under a contract plan or program, the contractor shall maintain records which show that the commitment to provide such benefits is enforceable, that the plan is financially responsible, and that the plan or program has been communicated in writing to the laborers and mechanics affected. The contractor shall also maintain records which show the costs anticipated or the actual costs incurred in providing such benefits.

The contractor will make the records required under the labor standards clauses of the contract available for inspection by authorized representatives of the Texas Education Agency, the Secretary of Labor, and the U. S. Office of Education, and will permit such representatives to interview employees during the working hours on the job.

b. The contractor will submit a copy of all payrolls to the owner (applicant) or his duly authorized representative. The prime contractor will be responsible for the submission of copies of payrolls to all subcontractors. The copy shall be accompanied by a statement signed by the employer or his agent indicating that the payrolls are correct and complete, that the wage rates contained therein are not less than those determined by the Secretary of Labor, and that the classifications set forth for each laborer or mechanic conform with the work he performed. The submission of a Weekly Statement of Compliance (see sample form, Appendix D) which is required under the contract and the Copeland Act regulations of the Secretary of Labor and the filing with the initial payroll or any subsequent payroll or a copy of any findings by the Secretary of Labor on the proper inclusion of a fringe benefit in the contract wage rate (see contract clause 1 (d), Appendix C) shall satisfy this requirement. The copies of all payrolls shall be retained by the applicant for a period of three years from the completion of the contract and shall be available for inspection by authorized representatives of the Texas Education Agency, the Secretary of Labor, and the U. S. Office of Education. Receipt and maintenance of such copies is the initial responsibility of the applicant. It is the responsibility of the Texas Education Agency to see that these are being properly received and kept.

Payroll Examination - All payrolls will be checked by the applicant against the applicable wage determination decision of the Secretary of Labor to verify labor standards compliance and to ascertain the following:

(a) **Name**

(b) Address

(c) That the rates paid to various classification of employees are not less than these specified in the applicable wage determination.

(d) That the ratio of apprentices to journeymen is not disproportionate.

(e) That the ratio of laborers to journeymen is not disproportionate.

(f) That the ratio of helpers to journeymen is not disproportionate.

(g) That each classification shown in the payrolls is a classification for which a rate was predetermined in the applicable wage determination.

(h) That there are included in the payrolls those classifications of workers who would, according to the progress of construction, logically perform the work carried on during the weeks in question.

On-The-Job Interviews - The applicant shall make an on-the-site labor standards check of an employee in each classification or craft, at least once a month without limitation.

(a) At the time labor interviews, inquiry should be made regarding such items of information as job classification, hourly rate of pay, whether classification reflects duties actually being performed, use of tools or equipment in performance of duties, overtime worked on daily and weekly basis, and, in case of apprentices, evidence of registration in approved apprenticeship program. A reasonable number of employees should be interviewed among the various crafts employed, and there should be a cross-checking of the information obtained against the work actually being performed, the payroll records, and the wage determination posted at the job site.

(b) Checking of the registration of all apprentices (see contract clause 6, Appendix C). The investigator should use an interview form and may use one such as the Routine Labor Relations Interviews (see Appendix F). Such a report, properly signed, should be attached to the applicant's copy of the payroll record for the week in which the interview was made.

Upon arriving for the interview, the investigator should tell the contractor or project engineer the purpose of his visit. The actual interviews are then conducted out of sight and hearing of the employee's supervisor and the contractor. In the conduct of investigations, including those of complaints of alleged violations, all statements, written or oral, made by an employee are to be treated as confidential and shall not be disclosed to his employer without the written consent of the employee.

Procedures in Event of Non-Compliance by the Contractor - If there is evidence of any violation of the labor standards set forth in the contract, the contractor shall be required to make restitution to the employees affected -- that is to say, to pay such employees the full amount of wages required by the contract. In addition, if there is evidence of any violation of the overtime requirements of the contract (see contract clause 2, Appendix C), the contractor shall be liable to the United States. In such instance, the applicant shall give written notice to the contractor of the violation and the restitution and liquidated damages required. If the contractor refuses to comply or refuses to pay the requisite unpaid wages or liquidated damages past due, the applicant shall withhold from the contractor such advance, guarantees, and accrued payments as he determines necessary to cover any restitution due the affected employees or liquidated damages. The applicant also has the option of terminating the contract in accordance with its provisions.

If there is evidence that the violations were aggravated, willful, or

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resulted in underpayments of $500 or more, or when the Department of Labor has expressly requested it, a detailed report, including information as to restitution made, payments, advances, and guarantees of funds withheld, contract terminations, and the name and address of each laborer and mechanic and contractor or subcontractor affected, and the day or days of such violations, shall be submitted by the owner through the Texas Education Agency to the U. S. Office of Education. Reports of violations are to be made on the form provided in Appendix G, a copy of which is to be retained by the applicant and filed with the payroll on which such violations first appeared. These reports, submitted to the Texas Education Agency for transmission through the Department of Health, Education, and Welfare to the Secretary of Labor, will then be used to determine whether the non-complying contractor shall be ineligible to receive any Federal or federally-assisted contracts.

Appropriate Adjustment in Liquidated Damages - If the applicant finds that the liquidated damages previously determined to be due are incorrect or that the contractor or subcontractor inadvertently violated the contract overtime requirements, notwithstanding the exercise of due care on the part of the contractor involved, the applicant shall submit to the Texas Education Agency a report describing the situation and recommending that an appropriate adjustment of liquidated damages be made or that the contractor or subcontractor be relieved of liability for such liquidated damages. Such findings with respect to any liquidated damages necessarily include findings with respect to any wage underpayments for which the liquidated damages are determined. The Texas Education Agency shall then forward the reports to the Department of Health, Education, and Welfare for consideration. If the assessed liquidated damages are $100 or less, an appropriate representative of the Department of Health, Education, and Welfare will make the appropriate adjustment or relieve the contractor or subcontractor of liability for such liquidated damages without submitting recommendations to the Secretary of Labor. If the assessed liquidated damages are over $100, the Department of Health, Education, and Welfare shall refer the matter with its recommendations to the Secretary of Labor for determination.

Periodic Enforcement Reports - To assist the Secretary of Labor in fulfilling his responsibilities under the labor standards acts, the Department of Health, Education, and Welfare has been requested to submit by July 15 and January 15 of each year semi-annual reports on compliance with and enforcement of the labor standards acts covering the periods of January 1 through June 30 and July 1 through December 31, respectively. Therefore, five days after the beginning of each quarter, the applicant shall submit to the Texas Education Agency for transmission to the Department of Health, Education, and Welfare, compliance reports covering the previous quarter. These reports should include the number of employee interviews conducted, the amount of restitution effected, the number of workers who received such restitution, any liquidated damages assessed, other corrective measures taken (such as letters of notice), and other pertinent data.

Rulings of Secretary of Labor; Appeals - In addition to the requests for determinations by the Secretary discussed in the other items above, any question arising in the applicant's local educational agency or dispute arising between interested parties (such as a contractor or subcontractor, employee, and applicant) relating to the application and interpretation of the contract clauses contained in Appendix C shall be submitted in written form through the Texas Education Agency to the Division of Vocational Education for transmission to the Secretary of Labor for appropriate ruling or interpretation.

In the event of disputes concerning the payment of prevailing wage rates or proper classifications which involve significant sums of money, large groups of employees, or novel or unusual situations, the Department of Health, Education, and Welfare, either on its own initiative or at the request of the Texas Education Agency or the local educational agency, may request a hearing to be held before a hearing examiner. If the Secretary of Labor grants the request for a hearing, the examiner will, after notice to all interested parties (the Texas Education Agency, the applicant, contractor or subcontractor, or employee), make such investigation and conduct such hearings as may be necessary and render a decision embodying his findings and conclusions. The hearing examiner's decision shall be sent to all interested parties and shall be final unless a petition for review of the decision by the Solicitor of Labor is filed by any such parties in accordance with the applicable procedures.

The Wage Appeals Board was recently established by the Department of Labor to consider appeals concerning questions of law and fact from decisions of the Solicitor with regard to the following:

(a) Wage determinations issued by the Secretary of Labor.

(b) Cases involving debarment of contractors for violation of contract clauses contained in Appendix C.

(c) Decisions by the hearing examiner relating to disputes concerning the payment of prevailing wage rates of proper classifications which involve significant sums of money, large groups of employees, or novel or unusual situations (see previous paragraph on this item).

(d) Recommendation of the Department of Health, Education, and Welfare relating to appropriate adjustment or liquidated damages (see item 6 of this Bulletin).

All appeals to the Wage Appeals Board shall be submitted through the Texas Education Agency to the Division of Vocational Education for transmission to the Wage Appeals Board.

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To be submitted
in quadruplicate

____
Contract No.

TEXAS EDUCATION AGENCY
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
Austin, Texas

APPLICATION FOR APPROVAL OF REIMBURSABLE CONSTRUCTION OF AREA VOCATIONAL-TECHNICAL SCHOOL FACILITIES

(For use by public schools and colleges)

Name of Applicant ____

____
Co.-Dist. No.

The ______________________________ School (or College) requests the Associate Commissioner for Occupational Education and Technology for the approval of an Area Vocational-Technical School Construction grant.

The detailed breakdown of cost of construction is as follows:

Site grading and land preparation	$______________
General construction costs	______________
Architectural and engineering costs	______________
Legal costs	______________
Conventional furnishings	______________
Instructional equipment	______________
TOTAL	$______________
Amount of Reimbursement	$______________
Percentage of Reimbursement	______________

Type of School (check one):

- _____ Specialized High School
- _____ Department of a High School
- __✓__ Technical/Vocational School (Post-Secondary)
- _____ Department of Higher Education Institution

Type of Construction (check one):

- _____ New Building(s)
- _____ New Wing of Existing Building
- _____ Remodeling or Alteration

Type of Air Conditioning ____
Type of Heating ____

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Survey of Facilities

In completing this form, please use the attached copy of the United States Office of Education (USOE) Code to identify programs.

PROGRAM	Square Feet		Number of		Estimated Enrollment Capacity	
	Existing	New	Classrooms	Shops/Labs	Existing	New
Agriculture						
Distributive						
Health						
Home Economics						
Child Care and Development						
Office						
Technical						
Trades & Industrial						
Autobody Finishing & Repair						
Upholstery and Trim						
Automechanics						
Building Trades						
Commercial Art						
Cosmetology						
Electrical Trades						
Industrial Electronics						
Machine Drafting						
Machine Shop						

PROGRAM	Square Feet		Number of		Estimated Enrollment Capacity	
	Existing	New	Classrooms	Shops/Labs	Existing	New
Trades & Industrial (Continued)						
Office Machine Repair						
Printing						
Radio and TV Repair						
Welding						
Small Engine Repair						
Appliance Repair						
Metal Trades						
Other:						
Totals						

Number of acres in the school campus on which the area school is to be constructed is ___________. Estimated value of land is $____________________.

Total floor space in the project (including hallways, restrooms, offices, and any other necessary area) __________________________.

Estimated cost per square foot (overall) ________________________.

Estimated square footage allocated to classrooms __________________.

Estimated square footage allocated to shops and/or laboratories ________________.

ASSURANCES

1. The governing board of the identified local Educational Agency certifies that the facility covered by this application is to be built for the purpose of conducting vocational-technical education programs in accordance with policies of the State Board for Vocational Education.

2. The president, superintendent, and the president of the governing board of education agrees and understands that facilities constructed, instructional equipment and conventional furniture purchased with funds under the Vocational Act

of 1963, as amended, cannot be used for any purposes other than occupational education; and if the facility, equipment, and/or conventional furniture is used for programs other than that for which they were originally approved, it will constitute a violation of the contract and restitution must be made to the Texas Education Agency.

3. The applicant agrees that whenever these facilities, in which the Texas Education Agency has an interest, are sold or no longer used for approved purposes, the Texas Education Agency will be credited with its proportionate share of the value of such facilities, the value being determined on the basis of the sale price in the case of a bona fide sale, or the fair market value in the case of discontinuance of use for a vocational-technical education purpose or other diversion.

4. The applicant agrees that every effort will be made to avoid construction of area school facilities in areas of flood hazards.

5. The applicant agrees that competitive bidding practices for contracting for new construction, expansion, or renovation will be used in awarding contracts for this project, and that all construction shall be performed in accordance with local building codes and practices and is consistent with applicable State and Federal laws.

6. The applicant certifies the plans and specifications for construction are functional, economical, compatible with the design and appearance of the total school plant, and appropriate for the type of programs of instruction to be offered and will be reasonably accessible for the physically handicapped.

7. The applicant certifies that the Associate Commissioner for Occupational Education and Technology shall approve any major revision of the plans and specifications that may be contemplated subsequent to this approval.

8. The applicant agrees that the contracts for construction for approved facilities shall require that all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the 1963 Act will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act (Act of March 3, 1931, P.L. 798, 71st Congress, 46 Stat. 1494 as amended, 40 U.S.C. 276a-5) and 29 CFR Part I (see 29 F.R. 95); and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (P.L. 87-581, 76 Stat., 357, 40 U.S.C. 327-332), that such contractors and subcontractors shall comply with the provisions of CFR Part 3 (see 29 F.R. 97), and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR 5.5 (a) and (c) (see 29 F.R. 100, 101).

9. Representatives of the Texas Education Agency will be permitted access at all reasonable times to the project wherever it is in preparation or progress.

10. The applicant understands and agrees that a contract encumbering funds for this project will be made on the basis that the applicant will provide matching funds.

11. A copy of the contractual agreement between the general contractor and the participating local educational agency shall be filed with the Texas Education Agency as soon as such contract is awarded.

12. The applicant certifies that local matching funds, in addition to vocational education funds available through the Texas Education Agency, are adequate for the construction and efficient operating of the proposed facility on a continuing basis.

13. The applicant will provide the following information or data:

    a. One copy of the deed to the property on which the facility is to be constructed, or a copy of the purchase agreement for the property setting forth the terms of transfer over the signature of the present owner, or a copy of a long-term lease agreement.

    b. Detailed architectural drawings and specifications of the facilities to be constructed, including fixtures.

    c. Description and details of conventional furnishings of the classrooms, shops, laboratories, and offices.

    d. Description and details of reimbursable equipment purchased under this contract for new programs of vocational-technical education.

    e. Three 8" x10" glossy prints of a commercial artist's or architect's rendering of the appearance of the project when finished and three 8-1/2"x11" reductions of the floor plans.

    f. The date and location of area school site selected and approved by the Board and entered in the Board minutes ____________________.

    g. A detailed "breakdown" of bids indicating the successful bidder and the total amount of each bid.

14. The applicant agrees that it will incorporate or cause to be incorporated into any contract for renovation, modification, or construction of facilities reimbursed under this agreement, an equal opportunity clause.

15. The applicant agrees to properly mark and identify equipment purchased under this contract in accordance with the policies of the Texas Education Agency and shall maintain an inventory of all equipment purchased. The applicant shall make the inventory available to the Texas Education Agency upon request.

16. The school certifies that this application has been developed in consultation with the educational and training resources available in the area to be served.

Architect ____
(Give Name of Firm, Address, and Telephone Number)

The Texas Education Agency is authorized to enter into contracts with the public educational institutions named in Policy 3227.1 of the State Board of Education for reimbursement on the construction of area vocational school facilities in accordance with provisions of the State Plan for Vocational Education, other policies of the State Board of Education, administrative procedures of the Texas Education Agency, and applicable State and Federal laws.

Date of Application ________________, 19__ ________________________________
Signature of Superintendent of Schools or President of College

Date of Application ________________, 19__ ________________________________
President of Local Board

Approved ________________________________
Director of Occupational Administrative Services

Approved for State Board ____________, 19__ ________________________________
Associate Commissioner for Occupational Education and Technology

NOTE: The approval date of ________________, 19__, refers to the Federal fiscal year in which this funding action is involved as it is reported to the U. S. Office of Education and does not affect your final completion and accounting date. You have the remainder of the present fiscal year plus two (2) additional years in which to complete all transactions of your Area Vocational-Technical School. Under no circumstances, unless in extreme hardship cases, which will require State Board Approval, will this date be extended.

REQUEST FOR DETERMINATION

In order to request a wage determination, the following information must be provided:

1. Estimated Value of Contract $____________________
2. Proposed Advertising Date ____________________
3. Opening Date ____________________
4. Check the craft categories listed below which are to be used on this project and add any which are not listed:

___ Asbestos workers
___ Boilermakers
___ Boilermaker's helpers
___ Bricklayers
___ Carpenters
___ Cement masons
___ Electricians
___ Glaziers
___ Ironworkers, structural and ornamental
___ Ironworkers, reinforcing
Laborers:
  ___ Laborers
  ___ Air tool op. (jackhammer, vibrator)
  ___ Mason tenders
  ___ Mortar mixers
  ___ Pipelayers (concrete & clay)
  ___ Plasterer's tenders
___ Lathers
___ Marble & tile setters, terrazzo workers
___ Marble, tile & terrazzo helpers
___ Painters, brush
___ Painters, structural steel
___ Piledrivermen
___ Plasterers
___ Plumbers
___ Roofers
___ Sheet metal workers
___ Soft floor layers
___ Steamfitters

___ Welders
___ Truck drivers
___ Power equipment operators
___ Air compressors
___ Bulldozers
___ Cranes, derricks, draglines
___ Distributors
___ Finishing machines
___ Firemen
___ Graders
___ Hoists
___ Mixers
___ Oilers
___ Piledrivers
___ Pumps
___ Rollers
___ Scrapers
___ Shovels
___ Tractors
___ Trenching machines
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After this form has been completed, forward it to:

Occupational Administrative Services
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

REQUIRED CONTRACT CLAUSES

Federally Assisted Construction Contracts

Pursuant to Executive Order 10925, dated March 6, 1961, establishing the President's Committee on equal employment opportunity affording to all qualified persons employed or seeking employment with the Federal government and with government contractors and Executive Order 11114, dated June 22, 1963, extending the equal opportunity provision to include construction financed by grants or other types of Federal financial assistance, the following clauses are hereby incorporated into the contract for construction work, or other renovation or modification of existing facilities which is paid for in whole or in part with funds obtained from the Federal government or borrowed on the credit of the Federal government pursuant to a grant, contract, loan, insurance or guarantee, or undertaken pursuant to any Federal program involving such grant, contract, loan, insurance, or guarantee whether directly from the Federal government or through a state agency.

A. *Equal Opportunity*

1. During the performance of this contract the contractor agrees as follows:

    a. The contractor will not discriminate against any employee or applicant for employment because of race, religion, color, sex or national origin. The contractor will take affirmative action to insure that applicants are employed and that employees are treated during employment without regard to their race, religion, color, sex or national origin. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by an appropriate agency of the Federal Government setting forth the requirements of these nondiscrimination provisions.

    b. The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, religion, color, sex or national origin.

    c. The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding a notice, to be provided by the owner, advising the labor union or workers' representative of the contractor's commitments under Section 202 of Executive Order No. 11246 of September 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

d. The contractor will comply with all provisions of Executive Order No. 11246 of September 24, 1965, and of the rules, regulations and relevant orders of the Secretary of Labor.

e. The contractor will furnish all information and reports required by Executive Order No. 11246 of September 24, 1965, and by the rules, regulations and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by an appropriate agency of the Federal Government and by the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations and orders.

f. In the event of the contractor's noncompliance with the equal opportunity conditions of this contract or with any of such rules, regulations or orders, this contract may be cancelled, terminated or suspended in whole or in part, and the contractor may be declared ineligible for further Government contracts or Federally assisted contracts, in accordance with procedures, authorized in Executive Order No. 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in said Executive Order, or by rule, regulation or order of the Secretary of Labor, or as otherwise provided by law.

g. The contractor will include all of clauses A.1.a. to g. inclusive in every subcontract or purchase order unless exempted by rules, regulations or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order No. 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontractor or vendor as the appropriate agency of the Federal Government may direct as a means of enforcing such provisions, including sanctions for noncompliance: provided, however, that in the event the contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the appropriate agency of the Federal Government, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

2. Exemptions to the requirements of the above Equal Opportunity conditions are construction contracts and subcontracts not exceeding $10,000, and contracts and subcontracts with regard to work performed outside the United States by employees who were not recruited in the United States.

3. Unless otherwise provided, the above Equal Opportunity provisions are not required to be inserted in subcontracts except for subcontracts involving the performance of construction work at the site of construction, in which case the provisions must be inserted in all subcontracts.

B. *CERTIFICATION OF NONSEGREGATED FACILITIES*

(Applicable to contracts and subcontracts exceeding $10,000 which are not exempt from the provisions of paragraph A "Equal Opportunity" of this form)

1. By entering into an agreement related to the work described in the contract documents the contractor or subcontractor certifies that he does not maintain or provide for his employees any segregated facilities at any of his establishments, and that he does not permit his employees to perform their services at any location under his control where segregated facilities are maintained. The contractor or subcontractor further certifies that he will not maintain or provide for his employees any segregated facilities at any of his establishments and that he will not permit his employees to perform their services at any location under his control where segregated facilities are maintained. The contractor or subcontractor agrees that a breach of this certification is a violation of paragraph A, "Equal Opportunity." As used herein, the term "segregated facilities" means any waiting rooms, work areas, rest rooms and washrooms, restaurants and other eating areas, time clocks, locker rooms and other storage or dressing areas, parking lots, drinking fountains, recreation or entertainment areas, transportation, and housing facilities provided for employees on the basis of race, creed, color, or national origin, because of habit, local custom, or otherwise. The contractor further agrees that (except where he has obtained identical certifications from proposed subcontractors for specific time periods) he will obtain identical certifications from proposed subcontractors prior to the award of subcontracts exceeding $10,000 which are not exempt from the provisions of paragraph A "Equal Opportunity;" that he will retain such certifications in his files; and that he will forward the following notice to such proposed subcontractors (except where the proposed subcontractors have submitted identical certifications for specific time periods):

"NOTICE TO PROSPECTIVE SUBCONTRACTORS OF REQUIREMENT FOR CERTIFICATIONS OF NONSEGREGATED FACILITIES"

A certification of nonsegregated facilities, as required by the May 9, 1967, order (32 Federal Register 7439, May 19, 1967) on elimination of segregated facilities, by the Secretary of Labor, must be submitted prior to the award of a subcontract exceeding $10,000 which is not exempt from the provisions of paragraph A "Equal Opportunity." The certification may be submitted either for each subcontract or for all subcontracts during a period, i.e., quarterly, semiannually or annually.

2. The penalty for making false statements in certifications required by subparagraph B.1 is prescribed in 18 U.S.C. 1001.

C. *PREVAILING WAGES*

1. All mechanics and laborers, including apprentices and trainees, employed or working directly upon the site of the work shall be paid unconditionally, and not less often than once a week, and without subsequent deduction or rebate on any account (except such payroll deductions as are permitted by the Copeland Regulations (29 CFR Part 3)), the full amounts due at time of payment computed at wage rates not less than the aggregate of the basic hourly rates and the rates of payments, contributions, or costs for any fringe benefits contained in the wage determination decision of the Secretary of Labor which is attached hereto and made a part hereof, regardless of any contractual relationship which may be alleged to exist between the contractor or subcontractor and such laborers and mechanics, including apprentices and trainees, and the wage determination decision shall be posted by the contractor at the site of the work in a prominent place where it can easily be seen by the workers.

2. The contractor may discharge his obligation under subparagraph C.1 to workers in any classification for which the wage determination decision contains:

   a. Only a basic hourly rate of pay, by making payment not less than such basic hourly rate, except as otherwise provided in the Copeland Regulations (29 CFR Part 3); or

   b. Both a basic hourly rate of pay and fringe benefit payments, by making payment in cash, by irrevocably making contributions pursuant to a fund, plan or program for and/or by assuming an enforceable commitment to bear the cost of bona fide fringe benefits contemplated by the Davis-Bacon Act, or by any combination thereof. These fringe benefit payments can be discharged only by making contributions to the same type or types of fringe benefits listed in the applicable determination. Contributions made, or costs assumed, on other than a weekly basis shall be considered as having been constructively made or assumed during a weekly period to the extent that they apply to such period. Where a fringe benefit is expressed in a wage determination in any manner other than as an hourly rate and the contractor pays a cash equivalent or provided an alternative fringe benefit, he shall furnish information with his payrolls showing how he determined that the cost incurred to make the cash payment or to provide the alternative fringe benefit is equal to the cost of the wage determination fringe benefit. In the event of disagreement between or among the interested parties as to an equivalent of any fringe benefit, the owner shall submit the question together with his recommendation through the DHEW to the Secretary of Labor for final determination.

3. The assumption of an enforceable commitment to bear the cost of fringe benefits listed in the wage determination decision forming a part of the contract may be considered as payment of wages only with the approval of the Secretary of Labor pursuant to a written request by the contractor. The Secretary of Labor may require the contractor to set aside assests, in a separate account, to meet his obligations under any unfunded plan or program.

4. The owner shall require that any class of laborers or mechanics, including apprentices and trainees, which is not listed in the wage determination and which is to be employed under the contract shall be classified or reclassified conformably to the wage determination and a report of the action taken shall be sent to the DHEW. If the interested parties cannot agree on the proper classification or reclassification of a particular class of laborers or mechanics, including apprentices and trainees, to be used, the owner shall submit the question together with his recommendations through the DHEW to the Secretary of Labor for final determination.

5. In the event it is found by the owner that any laborer or mechanic, including apprentices and trainees, employed by the contractor or any subcontractor directly on the site of the work has been or is being paid at a rate of wages less than the rate required by subparagraph C.1, the owner may (a) by written notice to the prime contractor terminate his right to proceed with the work, or such part of the work as to which there has been a failure to pay said required wages, and (b) prosecute the work to completion by contract or otherwise, whereupon such contractor and his sureties shall be liable to the owner for any excess costs occasioned the owner thereby.

D. *CONTRACT WORK HOURS AND SAFETY STANDARDS ACT--OVERTIME COMPENSATION AND SAFETY STANDARDS (40 U.S.C. 327-330)*

1. The contractor shall not require or permit any laborer or mechanic, including apprentices and trainees, in any workweek in which he is employed on any work under this contract to work in excess of 8 hours in any calendar day or in excess of 40 hours in such workweek on work subject to the provisions of the Contract Work Hours and Safety Standards Act unless such laborer or mechanic, including apprentice and trainees, receives compensation at a rate not less than one and one-half times his basic rate of pay for all such hours worked in excess of 8 hours in any calendar day or in excess of 40 hours in such workweek, whichever is the greater number of overtime hours. The "basic rate of pay" as used in this provision shall be the amount paid per hour, exclusive of the contractor's contribution or cost for fringe benefits, and any cash payment made in lieu of providing fringe benefits, or the basic hourly rate contained in the wage determination, whichever is greater.

2. In the event of any violation of the provisions of subparagraph D.1, the contractor shall be liable to any affected employee for any amounts due and to the United States for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including apprentices and trainees, employed in violation of the provisions of subparagraph D.1, in the sum of $10 for each calendar day on which such employee was required or permitted to be employed on such work in excess of 8 hours or in excess of the standard workweek of 40 hours without payment of the overtime wages required by subparagraph D.1.

3. The contractor shall not require or permit any laborer or mechanic, including apprentices and trainees, employed in the performance of this contract to work in surroundings or under conditions which are unsanitary, hazardous, or dangerous to his health as determined under construction safety and health standards promulgated by the Secretary of Labor by regulation (29 CFR Part 1926 (formerly Part 1518) 36 FR 7340, April 17, 1971) pursuant to Section 107 of the Contract Work Hours and Safety Standards Act.

E. *APPRENTICES AND TRAINEES* (See also HEW-514 attachment)

1. Apprentices will be permitted to work as such only when they are registered, individually, under a bona fide apprenticeship program registered with a State apprenticeship agency which is recognized by the Bureau of Apprenticeship and Training, U. S. Department of Labor; or, if no such recognized agency exists in a State, under a program registered with the Bureau of Apprenticeship and Training, U. S. Department of Labor. The allowable ratio of apprentices to journeymen in any craft classification shall not be greater than the ratio permitted to the contractor as to his entire work force under the registered program. Any employee listed on a payroll at an apprentice wage rate, who is not a trainee as defined in subparagraph E.2, or is not registered as above, shall be paid the wage rate determined by the Secretary of Labor for the classification of work he actually performed. The contractor or subcontractor will be required to furnish to the owner written evidence of the registration of his program and apprentices as well as of the appropriate ratios and wage rates, for the area of construction prior to using any apprentices on the contract work.

2. Trainees will be permitted to work as such when they are bona fide trainees employed pursuant to a program approved by the U. S. Department of Labor, Manpower Administration, Bureau of Apprenticeship and Training, and, where subparagraph E.3 is applicable, in accordance with the provisions of subparagraph E.4.

3. On contracts in excess of $10,000 the employment of all laborers and mechanics, including apprentices and trainees, shall also be subject to the provisions of subparagraph E.4. Apprentices and trainees shall be hired in accordance with the requirements of subparagraph E.4.

4. The contractor agrees:

   a. That he will make a diligent effort to hire for the performance of the contract a number of apprentices or trainees, or both, in each occupation, which bears to the average number of the journeymen in that occupation to be employed in the performance of the contract the applicable ratio as determined by the Secretary of Labor.

   b. That he will assure that 25 percent of such apprentices or trainees in each occupation are in their first year of training, where feasible. Feasibility here involves a consideration of (1) the availability of training opportunities for first year apprentices; (2) the hazardous nature of the work for beginning workers; and (3) excessive unemployment of apprentices in their second and subsequent years of training.

   c. That during the performance of the contract he will, to the greatest extent possible, employ the number of apprentices or trainees necessary to meet currently the requirements of E.4.a. and E.4.b.

   d. The contractor agrees to maintain records of employment by trade of the number of apprentices and trainees, apprentices and trainees by first year of training, and of journeymen, and the wages paid and hours of work of such apprentices, trainees, and journeymen. The contractor agrees to make these records available for inspection upon request of the Department of Labor and DHEW.

   e. The contractor who claims compliance based on the criterion hereto attached, agrees to maintain records of employment, as described in subparagraph E.4.d., during the performance of this contract in the same labor market area. The contractor agrees to make these records available for inspection upon request of the Department of Labor and the DHEW.

   f. The contractor agrees to supply one copy of the written notices, required in accordance with paragraph I of the attached criterion, at the request of Federal agency compliance officers. The contractor also agrees to supply at 3-month intervals during performance of the contract and after completion of contract performance, a statement describing steps taken toward making a diligent effort and containing a breakdown by craft, of hours worked and wages paid for first year apprentices and trainees, other apprentices and trainees and journeymen. One copy of the statement will be sent to the DHEW and one to the Secretary of Labor.

g. The contractor agrees to insert in any subcontract under this contract the requirements contained in paragraph E. Criteria for measuring diligent effort is attached to each such contract for the information of the contractor. The term "contractor" as used in such clauses in any subcontract shall mean the subcontractor.

h. The provisions of paragraph E.4. shall not apply with regard to any contract, if the Secretary of Health, Education, and Welfare finds it likely that making of the contract with the clauses contained in paragraph E.4. will prejudice the national security.

F. *PAYROLLS AND BASIC RECORDS*

1. The contractor shall maintain payrolls and basic records relating thereto during the course of the work and shall preserve them for a period of three years thereafter for all laborers and mechanics, including apprentices and trainees, working at the site of the work. Such records shall contain the name and address of each employee, his correct classification, rate of pay (including rates of contributions for, or costs assumed to provide, fringe benefits), daily and weekly number of hours worked, deductions, made and actual wages paid. Whenever the contractor has obtained approval from the Secretary of Labor as provided in subparagraph C.3, he shall maintain records which show the commitment, its approval, written communication of the plan or program to the laborers or mechanics, including apprentices and trainees, and the costs anticipated or incurred under the plan or program.

2. The contractor shall submit weekly, a copy of all payrolls to the owner. The prime contractor shall be responsible for the submission of copies of payrolls of all subcontractors. Each such copy shall be accompanied by a statement signed by the contractor indicating that the payrolls are correct and complete, that the wage rates contained therein are not less than those determined by the Secretary of Labor, and that the classifications set forth for each laborer or mechanic, including apprentices and trainees, conform with the work he performed. Submission of the "Weekly Statement of Compliance" required under this contract and the Copeland Regulations of the Secretary of Labor (29 CFR, Part 3) shall satisfy the requirement for submission of the above statement. The contractor shall submit also a copy of any approval by the Secretary of Labor with respect to fringe benefits which is required by subparagraph C.3.

3. The contractor shall make the records required under subparagraphs F.1 and F.2 available for inspection by authorized representatives of the owner, the State, the DHEW, and the U. S. Department of Labor, and shall permit such representatives to interview employees during working hours on the job.

G. *COMPLIANCE WITH COPELAND REGULATIONS*

1. The contractor shall comply with the Copeland Regulations of the Secretary of Labor (29 CFR, Part 3) which are incorporated herein by reference. In addition, the Weekly Statement of Compliance required by these regulations shall also contain a statement that the fringe benefits paid are equal to or greater than those set forth in the minimum wage decision.

H. *WITHHOLDING OF FUNDS*

1. The owner may withhold or cause to be withheld from the prime contractor so much of the accrued payments or advances as may be considered necessary (a) to pay the laborers and mechanics, including apprentices and trainees, employed by the contractor or any subcontractor on the work the full amount of wages required by the contract, and (b) to satisfy any liability of any contractor for liquidated damages under paragraph D hereof entitled "Contract Work Hours and Safety Standards Act--Overtime Compensation and Safety Standards (40 U.S.C. 327-330)."

2. If the contractor or any subcontractor fails to pay any laborer or mechanic, including apprentices and trainees, employed or working on the site of the work, all or part of the wages required by the contract, the owner, may after written notice to the prime contractor, take such action as may be necessary to cause suspension of any further payments or advances until such violation have ceased.

I. *SUBCONTRACTS*

1. The contractor will insert in all subcontracts, paragraphs C through I inclusive, respectively entitled "Prevailing Wages," "Contract Work Hours and Safety Standards Act--Overtime Compensation and Safety Standards (40 U.S.C. 327-330)," "Apprentices and Trainees," "Payrolls and Basic Records," "Compliance with Copeland Regulations," "Withholding of funds," "Subcontracts," and "Contract Termination--Debarment," and shall further require all subcontractors to incorporate physically these same paragraphs in all subcontracts.

2. The term "contractor" as used in such paragraphs in any subcontract shall be deemed to refer to the subcontractor except when the phrase "prime contractor" is used.

J. *CONTRACT TERMINATION--DEBARMENT*

1. A breach of paragraphs C through H inclusive, respectively entitled "Prevailing Wages," "Contract Work Hours and Safety Standards Act--Overtime Compensation and Safety Standards (40 U.S.C. 327-330)," "Apprentices and Trainees," "Payrolls and Basic Records," "Compliance with Copeland Regulations," "Withholding of Funds," and "Subcontracts," may be grounds for termination of the contract and for debarment as provided in 29 CFR 5.6.

ATTACHMENT TO HEW-514
(Temp)

APPRENTICES AND TRAINEES

I. Criteria for Measuring Diligent Effort

A. A contractor will be deemed to have made a "diligent effort" as required by subparagraph E.4., if during the performance of his contract he accomplishes at least one of the following three objectives:

(1) The contractor employs on this project a number of apprentices and trainees by craft as required by the contract clauses at least equal to the ratios established in accordance with the following paragraph II.

(2) The contractor employs, on all his public and private construction work combined in the labor market area of this project, an average number of apprentices and trainees by craft as required by the contract clauses, at least equal to the ratios established in accordance with the following paragraph II.

(3) a. Before commencement of work on the project, the contractor if covered by a collective bargaining agreement will give written notice to all joint apprenticeship committees; the local U. S. Employment Security Office; local chapter of the Urban League, Workers Defense League, or other local organization concerned with minority employment; and the Bureau of Apprenticeship and Training Representative, U. S. Department of Labor, for the locality. The contractor if not covered by a collective bargaining agreement will give written notice to all the groups stated above except joint apprenticeship committees; this contractor also will notify all non-joint apprenticeship sponsors in the labor market area.

b. The notice will include at least the contractor's name and address, the job site address, value of contract, expected starting and completion dates, the estimated average number of employees in each occupation to be employed over the duration of the contract, and a statement of his willingness to employ a number of apprentices and trainees at least equal to the ratios established in accordance with paragraph II.

c. The contractor must employ all qualified applicants referred to him through normal channels (such as the Employment Service, the Joint Apprenticeship Committees, and, where applicable, minority organizations and apprentice outreach programs who have been delegated this function) at least up to the number of such apprentices and trainees required by the applicable provision of paragraph II.

Attachment

II. Determination of Ratios of Apprentices or Trainees to Journeymen

1. The Secretary of Labor has determined that the applicable ratios of apprentices and trainees to journeymen in any occupation shall be as follows:

   a. In any occupation the applicable ratio of apprentices and trainees to journeymen shall be equal to the predominant ratio for the occupation in the area where the construction is to be undertaken set forth in collective bargaining agreements, or other employment agreements, and available through the Regional Manager for the Bureau of Apprenticeship and Training for the applicable area.

   b. For any occupation for which no such ratio is found, the ratio of apprentices and trainees to journeymen shall be determined by the contractor in accordance with the recommendations set forth in the standards of the National Joint Apprentice Committee for the occupation, which are filed with the U. S. Department of Labor's Bureau of Apprenticeship and Training.

   c. For any occupation for which no such recommendations are found, the ratio of apprentices and trainees to journeymen shall be at least one apprentice or trainee for every five journeymen.

III. Variations, Tolerances, and Exemptions

Variations, tolerances and exemptions from any requirement of this part with respect to any contract or subcontract may be granted when such action is necessary and proper in the public interest, or to prevent injustice, or undue hardship. A request for a variation, tolerance, or exemption may be made in writing by any interested person to the DHEW.

IV. Enforcement

1. The DHEW shall insure that the contract clauses required by HEW-514, Section E, are inserted in every Federally assisted construction contract subject thereto. DHEW shall also promulagate regulations and procedures necessary to insure that contracts for the construction work subject to HEW-514, Section E, will contain the clauses required thereby.

2. Enforcement activities, including the investigation of complaints of violations, to assure compliance with the requirements of this part, shall be the primary duty of the DHEW. The DOL will coordinate its efforts with the DHEW as may be necessary to assure consistent enforcement of the requirements of this part.

WEEKLY STATEMENT OF COMPLIANCE

______________, 19____

I, __________________________ (Name of signatory party), ____________________ (Title) do hereby state:

(1) That I pay or supervise the payment of the persons employed by __________________________ (Contractor or subcontractor) on the __________________ (building or work); that during the payroll period commencing on the _______ day of ______________, 19____, and ending on the _______ day of ________________, 19_____, all persons employed on said project have been paid the full weekly wages earned, no rebates have been or will be made either directly or indirectly to or on behalf of said ______________________ (contractor or subcontractor) from the full weekly wages earned by any person, and that no deductions have been made either directly or indirectly from the full wages earned by any person, other than permissible deductions as defined in Regulations, Part 3 (29 CFR Part 3), issued by the Secretary of Labor under the Copeland Act, as amended (48 Stat. 948, 63 Stat. 108, 72 Stat. 967; 76 Stat. 537; 40 U. S. C. 276c), and described below: (Paragraph describing deductions, if any).

(2) That any payrolls, contractor or subcontractors, otherwise under this contract required to be submitted for the above period are correct and complete: that the wage rates for laborers or mechanics contained in any wage determination incorporated into the contract are not less than the applicable wage rates and, that the classifications set forth therein for each laborer or mechanic conform with the work he performs.

(3) That any apprentices employed in the above period are duly registered in a bona fide apprenticeship program registered with a State apprenticeship agency recognized by the United States Department of Labor (Bureau of Apprenticeship and Training), or if no such recognized agency exists in a State, are registered with the Bureau of Apprenticeship and Training, United States Department of Labor.

(Signature and Title)

DHUD-1 (11-63) Budget Bureau Approval No. 63-R790.9 (Formerly HHFA-1) SHEET OF

WEEKLY **PAYROLL**	NAME AND ADDRESS OF OWNER, LOCAL AUTHORITY, OR LPA	FEDERAL PROJECT NUMBER .... NAME AND LOCATION	
NAME AND ADDRESS OF EMPLOYER	NAME OF PRIME CONTRACTOR	CONTRACT NUMBER	SUBCONTRACT NUMBER
	FOR PAY PERIOD ENDING PAYROLL NUMBER[a]	TYPE OF WORK	

(1)	(2)							(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
													DEDUCTIONS (ALL WORK)			
NAME, ADDRESS, AND SOCIAL SECURITY NUMBER OF EMPLOYEE[b]	DATE[c]							TOTAL HOURS	RATE OF PAY[d]	GROSS AMOUNT EARNED ON THIS PROJECT[e]	GROSS AMOUNT EARNED ON ALL WORK[f]	WITHHOLDING EXEMPTIONS	FEDERAL WITHHOLDING TAX[g]	ALL OTHER[g]	TOTAL DEDUCTED[h]	NET AMOUNT PAID TO EMPLOYEE (EARNED ON ALL WORK)[i]
OCCUPATION CLASSIFICATION[b]	HOURS WORKED EACH DAY ON THIS PROJECT												FICA[g]			
Brought forward from Sheet ______ *Employees* ______																
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	O															
9	S															
	O															
10	S															
Carried forward to Sheet ______ *Employees* ______																

[a] Number payrolls consecutively for each project, starting with No. 1 the first week worked.

[b] Address and Social Security number must be shown the first week employee works on project. Address need not be shown on subsequent payrolls unless it is changed. Social Security number may subsequently be omitted unless needed to distinguish between employees with identical names. Below dotted line, list classification description of work employee actually performed on this project (i.e., project described in upper right of form). Consult classification and minimum wage schedule in contract specifications. If more classifications are necessary,

(INSTRUCTIONS CONTINUED ON REVERSE OF FORM)

BEST COPY AVAILABLE

GENERAL INSTRUCTIONS IN THE USE OF FORM DHUD-1, WEEKLY PAYROLL

The use of this form is not mandatory. This form has been made available for the convenience of contractors and subcontractors required by their Federal or federally aided construction-type contracts and subcontracts to submit weekly payrolls showing certain data and supported by required certificates.

Properly filled out, this form will satisfy the requirements of the Labor Department regulations as to payrolls submitted in connection with contracts subject to Federal labor-standards statutes.

Contractors may submit their own forms or this form, provided that all of the information required on both sides of this form is included. Also, contractors will meet requirements if they choose to complete the heading and grand totals (bottom line) on the front and all of the back of this form and attach a copy of their payroll containing the other required information. Payrolls submitted, whether on this form or on other forms, must clearly identify the hours worked and earnings therefor which are chargeable to the contract or subcontract for the Federal or federally aided project described in the heading of the form.

FOOTNOTES CONTINUED FROM FRONT OF FORM:

contract other party to the contract. Employee may be shown as having worked in more than one classification by use of separate entries for hours so worked.

[c] COLUMN 3 (DATE AND DAILY HOURS). Under "Date," enter the given dates comprising the payroll period. Then, for each employee, enter above the dotted line any overtime worked at overtime rates. Below the dotted line, enter the straight time worked.

[d] COLUMN 4 (RATE OF PAY). If overtime was worked, enter the rate above the dotted line. Below the dotted line, enter the straight-time rate. Indicate rates other than hourly by: D (Day), W (Week), M (Month). If apprentice, enter also the wage-rate step (1st, 2d, etc.).

[e] COLUMN 5 (GROSS AMOUNT EARNED ON THIS PROJECT). Enter the gross wages earned only for work on this project (project described in heading of form). This must equal the sum of the figures obtained after multiplying Column 3 by Column 4 entries for both overtime and straight time.

[f] COLUMN 6 (GROSS AMOUNT EARNED ON ALL WORK). Enter a single figure to include gross wages earned for work on this project and for any other work done for the employer during the pay period.

[g] COLUMNS 8, 9 (DEDUCTIONS). In Column 8, above dotted line, enter amount of Federal income tax withheld; below dotted line, enter amount of employee's Social Security contribution. In Column 9 enter amount of any other deductions made from employee's earnings. In both Columns 8 and 9, entries are to show actual deductions based on employee's gross earnings as stated in Column 6 (i.e., earned on all work, not just this project).

[h] COLUMN 10 (TOTAL DEDUCTED). This is the sum of the entries made in Columns 8 and 9.

[i] COLUMN 11 (NET AMOUNT PAID TO EMPLOYEE). This is the difference between Columns 6 and 10. It must equal the net amount actually received by the employee for all work performed during the pay period—including any work which was not on the described project.

WEEKLY STATEMENT OF COMPLIANCE

To be executed by the person currently authorized by the employer to supervise payment of his employees. A copy of any such authorization shall be furnished to the same office to which this form is sent.

I, ..., ..., do hereby state:
(Name of signatory party) (Title)

(1) That I pay or supervise the payment of the persons employed by .... on the
(Contractor or subcontractor)

project described on the reverse of this form; that for the payroll period commencing on the .... day of ...., 19 ...., and ending on the .... day of ...., 19 ...., all persons employed on said project have been paid the full weekly wages earned, that no rebates have been or will be made either directly or indirectly to or on behalf of said .... from
(Contractor or subcontractor)

the full weekly wages earned by any person and that no deductions have been made either directly or indirectly from the full weekly wages earned by any person, other than permissible deductions as defined in Regulations, Part 3 (29 CFR Part 3), issued by the Secretary of Labor under the Copeland Act, as amended (48 Stat. 948, 63 Stat. 108, 72 Stat. 967; 76 Stat. 357; 40 U.S.C. 276c), and described below:

(2) That the payroll submitted herewith for the above period is correct and complete; that the wage rates for laborers or mechanics contained therein are not less than the applicable wage rates contained in any wage determination incorporated into the contract; that the classifications set forth therein for each laborer or mechanic conform with the work he performed.

(3) That any apprentices employed in the above period are duly registered in a bonafide apprenticeship program registered with a State apprenticeship agency recognized by the Bureau of Apprenticeship and Training, United States Department of Labor, or if no such recognized agency exists in a State, are registered with the Bureau of Apprenticeship and Training, United States Department of Labor.

Date .... (Signature) ....

Section 1001 of Title 18 of the United States Code (Criminal Code and Criminal Procedure) shall apply to such statements, as provided by 40 U.S.C. 276c. (18 U.S.C. 1001, among other things, provides that whoever knowingly and willfully makes or uses a document or writing containing any false, fictitious, or fraudulent statement or entry, in any matter within the jurisdiction of any department or agency of the United States, shall be fined not more than $10,000 or imprisoned not more than five years, or both.)

CERTIFICATE OF PRIME CONTRACTOR

To be completed only by prime contractor certifying to correctness of payroll submitted by subcontractor

I, ..., CERTIFY that the payroll identified in the foregoing Weekly Statement of Compliance has been examined by me and/or my authorized assistants and that based on such examination I find no evidence of violation of contract provisions relating to labor. I further certify that I am not on notice of any presently uncorrected labor provision noncompliance occurring during the period covered by this payroll.[1]

Date .... (Signature) ....

(Title) ....

---

[1] In the event the person signing the certificate is on notice of noncompliance, substitute a comma for the period after payroll and add the word, "except as follows:" and state what the alleged noncompliances are.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Price 5 cents, $2.25 per 100

U.S. GOVERNMENT PRINTING OFFICE: 196—O-784-384

ROUTINE LABOR RELATIONS INTERVIEW

PROJECT NAME AND LOCATION

1. CONTRACTOR OR SUBCONTRACTOR *(Employer)*	2. CONTRACT NO.

EMPLOYEE STATEMENTS

3. NAME AND BADGE NUMBER *(if any)*	4. ADDRESS

5.

WORK CLASSIFICATION(S) ______________________; ____________________; ______________

WAGE RATE(S) RECEIVED ______________________; ____________________; ______________
(If apprentice, give period of training)

6. HAVE YOU SEEN THE POSTED MINIMUM WAGE RATES FOR THIS JOB? ☐ YES ☐ NO

7. ARE YOU PAID AT LEAST TIME AND ONE HALF FOR ALL HOURS WORKED IN EXCESS OF EIGHT IN ONE WORK DAY? ☐ YES ☐ NO

8. ARE YOU PAID YOUR FULL WAGES REGULARLY EACH WEEK WITHOUT ANY DEDUCTIONS OTHER THAN SOCIAL SECURITY AND INCOME TAX? ☐ YES ☐ NO

9. HAVE YOU DONE WORK WHICH YOU BELIEVE YOU SHOULD HAVE BEEN PAID FOR AT A HIGHER RATE? I.E. HAVE YOU BEEN MISCLASSIFIED? ☐ YES ☐ NO

10. HOW MANY HOURS DID YOU WORK ON YOUR LAST WORK DAY BEFORE THIS INTERVIEW? WHAT DATE WAS THAT?

11. ADDITIONAL COMMENTS

INTERVIEWER'S COMMENTS

12. WORK EMPLOYEE WAS PERFORMING WHEN INTERVIEWED.

13. OTHER PERTINENT COMMENTS

DATE	TIME	TITLE OF INTERVIEWER	SIGNATURE OF INTERVIEWER

FOR USE OF PAYROLL CHECKER

14. IS ABOVE INFORMATION IN AGREEMENT WITH PAYROLL DATA? ☐ YES ☐ NO

15. ADDITIONAL COMMENTS

DATE OF CHECK	TITLE	SIGNATURE

TEA-365-1M-1727-8897

TEXAS EDUCATION AGENCY

FEDERAL LABOR STANDARDS PROVISIONS

PAYROLL EXCEPTION SHEET

JOB ____________________ CONTRACTOR ____________________

PAYROLL NUMBER ____________ PAY PERIOD: FROM ____________ TO ____________

EMPLOYEE ____________________ CLASSIFICATION ____________________

WAGE DETERMINATION RATE ____________________ RATE PAID ____________

GROSS PAID ____________________ CORRECTED PAY ____________

OTHER EXCEPTIONS:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

ACTION TAKEN

DATE OF CONFERENCE WITH CONTRACTOR ____________________

RESULTS (summarize)

FOLLOW UP

PAYROLL NUMBER UPON WHICH CORRECTION APPEARED ____________________

PAY PERIOD: FROM ____________ TO ____________

AMOUNT OF ADJUSTMENT ____________________

TEA-7-65-5M-2584-B-913

VOC-033

APPLICANT'S ENVIRONMENTAL ASSESSMENT FORMAT

Each item listed below should be discussed in sufficient detail to permit a reviewer to arrive at an independent judgment regarding the various environmental considerations. Emphasis should be placed on the cumulative or synergistic effect of the proposal or project on the environment. If environmental standards applicable to the proposal or project have been promulgated, the assessment should identify the measures to be taken to assure compliance with such standards. In instances where Federal or State standards vary, the most severe standard should be used. If there are applicable local standards, due consideration should be given to such standards.

1. The Facility History and Background, including a concise description of the programs to be carried out in the proposed facility is required in the Environmental Assessment to provide proper background data for independent analysis.

   Discuss also the impact of the proposed facility on the environment with respect to present and future use of the land surrounding the site, including photographs and/or maps showing the present land use of the area and regional master plans.

2. The Probable Impact of the Proposed Action on the Environment, including impact on ecological systems such as wildlife, fish, and marine life should be discussed. Both primary and secondary significant consequences for the environment should be included in the analysis. For example, the implications, if any, of the action for population distribution or concentration should be estimated and an assessment made of the effect of any possible changes in population patterns upon the resource base, including land use, water, and public services of the area in question.

3. Any Probable or Potential Adverse Environmental Effects Which Cannot be Avoided (such as water, air, noise pollution, undesirable land use patterns, damage to life systems, urban congestion, threats to health or other consequences adverse to the environmental goals set out in Section 101(b) of NEPA) must be analyzed in detail.

4. Alternative(s) to the Proposed Project, which were considered during development stages should be listed and analyzed. (Section 102(2)(d) of NEPA requires the responsible agency to "study, develop, and describe appropriate alternatives to recommended courses of action in any proposal which involves unresolved conflicts concerning alternative uses of available resources.") A rigorous exploration and objective evaluation of alternative actions that might avoid some or all of the adverse environmental effects is essential. Sufficient analysis of such alternatives and their costs and impact on the environment is necessary in order not to foreclose prematurely options which might have less detrimental effects.

5. The Relationship between Local Short-Term Uses of Man's Environment and the Maintenance and Enhancement of Long-Term Productivity, must be analyzed if applicable. This in essence requires the agency to assess the action for cumulative and long-term effects from the perspective that each generation is trustee of the environment for succeeding generations.

Revised June 4, 1973

6. List Any Irreversible and Irretrievable Commitments of Resources, which would be involved in the proposed action should it be implemented. This requires the agency to identify the extent to which the action curtails the range of beneficial uses of the environment. This would include but not be limited to land, funds, and effects on the natural flora and fauna of an area.

7. Construction Effects Must be Analyzed in Detail. It is important to consider the effects of construction of the proposed facility and to indicate the schedule on which various actions are planned, especially the planned site modifications. Construction, of course, must be considered as a major short-term adverse environmental effect. This would include but not be limited to noise, excavation, watershed and stream effects, as well as transportation and traffic.

   Discuss the impact of each of these construction activities on the environment and those measures planned to minimize such impact. The discussion should include erosion control and other pollution control measures, the impact on watershed and restoration of the landscape after completion of construction.

8. The Esthetics of the Proposed Facility Should be Discussed in Detail. Although esthetics may be difficult to quantify, efforts directed toward such subjects as landscaping and architectural design should be discussed. For example, the Report should discuss the esthetic implications of the construction and operation of the facility, and describe those measures taken to harmonize the facility with the surrounding community. (Provide architectural sketches and/or photographs of the plant facilities and landscape where appropriate.)

9. Environmental Approval and Consultations. Include a listing of all relevant licenses, permits, or other approvals required; the status thereof; and copies of all such documents, if issued, should be appended to the Report. This would include, but not be limited to, the State and local air and water quality and zoning boards. Also, indicate the State, local, and regional planning authorities contacted or consulted regarding the proposal and discuss the proposed facility with respect to regional development plans. Also attach any relevant comments received from OMB A-95, State, Regional or Metropolitan Clearinghouses during pre-application coordination.

APPENDIX XI

IDENTIFICATION OF HANDICAPPED PERSONS

DEFINITIONS: CHILDREN SERVED THROUGH COMPREHENSIVE SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

Authorized by an Act Entitled
"Comprehensive Special Education for Exceptional Children,"
Senate Bill 230, 61st Legislature, Regular Session
Adopted by State Board of Education, February 7, 1970
Effective September 1, 1970

PHYSICALLY HANDICAPPED

> "'Physically handicapped children' means children of educable mind whose body functions or members are so impaired from any cause that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services."

Visually Handicapped (Blind and Partially Sighted)

Children who are visually handicapped are those who either have no vision or whose visual impairments after correction result in educational handicaps requiring special provisions for maximal educational achievement.

Auditorially Handicapped (Deaf and Severely Hard of Hearing)

Children who are auditorially handicapped are those whose hearing is nonfunctional (after all necessary medical treatment, surgery, and/or use of hearing aids) for the purpose of understanding normal conversation and results in a delay in language or speech development or otherwise creates an educational handicap.

Minimally Brain-Injured

Children who are normal or above in intelligence but who have learning difficulties directly attributable to an organic defect caused by a neurological condition, and who are unable to adjust to or profit from a regular school program without the provision of special education services may be considered for a program for minimally brain-injured children.

Orthopedically Handicapped and Other Health Impaired (Physically Handicapped)

Children who have orthopedic handicaps or other health impairments are those whose physical condition(s) and/or special health problems result in the need for special provisions for educational purposes.

Some handicapping conditions which may be considered orthopedic handicaps or other health impairments are as follows:

- Muscular or neuromuscular handicaps which significantly limit the ability to move about, sit, or manipulate the materials required for learning
- Skeletal deformities or abnormalities which effect ambulation, posture, and body use which are necessary in school work
- Disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality, or alertness

MENTALLY RETARDED

> "'Mentally retarded children' means children whose mental capacity is such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services."

Educable Mentally Retarded

Children who are educable mentally retarded are those who reveal a reduced rate of intellectual development and a mental capacity and level of academic achievement below that of their peer age group as evidenced by significant deficits in all essential learning processes.

Trainable Mentally Retarded

Children who are trainable mentally retarded are those whose educational needs cannot be met in a program designed for the educable mentally retarded because of an inability to acquire necessary skills as determined by a substantially reduced rate of intellectual development.

EMOTIONALLY DISTURBED

> "'Emotionally disturbed children' means children whose emotional condition is medically and/or psychologically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services."

Emotionally Disturbed

Children who are emotionally disturbed are those whose emotional condition is such that they cannot learn at the expected rate and level for their age and/or adjust adequately socially in a regular school program without the provision of special services. They may be defined further as children whose behavior manifests a persistent failure to adjust and function intellectually, emotionally, and socially at their expected level.

Although there are varying degrees of the following behavior deviations in emotionally disturbed children, the key to the eventual diagnosis of this condition is the persistency of these symptoms. Some common characteristics of emotional disturbance are as follows:

- An inability to learn which cannot be adequately explained by intellectual, sensory, neurophysiological, or general health factors
- An inability to build or maintain satisfactory interpersonal relationships with parents, teachers, or peers
- A general pervasive mood of unhappiness or depression
- A tendency to develop symptoms such as speech problems, pains, or fears associated with personal or school problems
- Excessive behavior, ranging from hyperactive and impulsive responses to depression and withdrawal

LANGUAGE AND/OR LEARNING DISABILITIES

> "'Language and/or learning disabled children' means children who are so deficient in the acquisition of language and/or learning skills including, but not limited to, the ability to reason, think, speak, read, write, spell, or to make mathematical calculations, as identified by educational and/or psychological and/or medical diagnosis that they must be provided special services for educational progress. The term 'language and/or learning disabled children' shall also apply to children diagnosed as having specific developmental dyslexia."

PREGNANT STUDENTS

> "...children leaving and not attending public school for a time because of pregnancy--which disabilities render regular services and classes of the public schools inconsistent with their educational needs."

Pregnant Students

Students who have been diagnosed by a licensed physician as being pregnant and who are unable to attend regular classes located in public schools may be considered eligible for special educational services.

SPEECH HANDICAPPED

Speech Handicapped

Children who are speech handicapped are those who have abnormality of speech calling adverse attention to itself, impairing communication, or causing maladjustment arising out of problems with articulation, rhythm, voice, and/or oral language.

MULTI-HANDICAPPED

> "Exceptional children teacher units for pupils who are both severely physically handicapped and mentally retarded shall be allocated on a separate formula from other type units."

PURPOSES: PROGRAM PROVISIONS FOR EXCEPTIONAL CHILDREN

SPECIAL EDUCATION is the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of equipment, teaching materials, and methods to meet the needs of exceptional children.

By statutory authority, provisions are made for special education programs for exceptional children according to categories of handicapping conditions. It is the intent, however, that the instructional organization of all programs and services for exceptional children is comprehensive and flexible to meet the educational needs of each exceptional child. Programmatic goals and resulting instructional elements provided through special education services furnish a basis for meeting the educational needs of exceptional children as follows:

Visually Handicapped (Blind and Partially Sighted)

The purpose of comprehensive special education programs for visually handicapped children is to provide for the basic educational needs of each visually handicapped child. Special provisions necessary to meet these needs are as follows:

- Program organization
- Books and materials in appropriate learning medium or media
- Supplemental instruction
- Orientation, mobility, and independent travel
- Maximal development of any visual ability for optimal visual efficiency at all distances
- Special aids and equipment
- Development of social and personal management skills and good study habits

Auditorially Handicapped (Deaf and Severely Hard of Hearing)

The purpose of comprehensive special education programs for auditorially handicapped children is to provide services and programmatic considerations of speech reading, communication, and conservation of residual hearing so that these children may develop skills necessary to attain academic achievement.

Physically Handicapped/Mentally Retarded Multi-Handicapped

Children who are multi-handicapped are those who have such severe physical and mental handicaps that they cannot respond to regular instructional techniques as provided for students in other special education programs for the physically handicapped or the mentally retarded. They may benefit, however, from a program designed to utilize multi-faceted teaching procedures.

Other Multi-Handicapped

Children who are multi-handicapped are those whose combined handicaps are so severe that they require special programs and/or services to meet their particular educational needs.

APPENDIX XII

ANNUAL SCHOOL DISTRICT PLAN FOR OCCUPATIONAL (VOCATIONAL) EDUCATION

TEXAS EDUCATION AGENCY
Division of Public School Occupational Programs

Part I
Co.-Dist. No.________

ANNUAL SCHOOL DISTRICT PLAN FOR
OCCUPATIONAL (VOCATIONAL) EDUCATION

Fiscal Year Beginning July 1, 1974, and Ending June 30, 1975

1. ____________________
Name of District

2. ____________________
Mailing Address

3. ____________________
City, State, and Zip Code

4. ____________________
County

5. ____________________
Name & Title of Contact Person

6. ____________________
Telephone Area Code and No.

7. ____________________
Name of Superintendent

8. ____________________
Planned Opening & Closing Dates from School Calendar

FOR TEA USE ONLY

9. Is the school district a designated area vocational school? Yes___ No___ If "yes," please complete Item "10."

10. FOR APPROVED AREA VOCATIONAL SCHOOLS ONLY
List below each school district sending students to area school in 1973-74

School District	County-District Number	County	Number of Students Sent in 1973-74

11. Does the school district share a vocational unit with another district? Yes___ No___

If yes, name of other district______________________________.

12. Does plan include request for new, additional, or redirection of units? Yes___ No___
If yes, list:

New:______________________________

Additional:______________________________

Redirected:______________________________

13. Did the school district contract with other educational institutions to provice Occupational Education for secondary school students? Yes___ No___ If "yes," please complete Item "14."

14.

Name of Other Institutions	Courses Taught	Number of Students Sent in 1973-74
	1.	
	2.	
	3.	
	4.	

SCHOOL DISTRICTS RETAIN GREEN COPY. MAIL OTHER THREE COPIES TO AREA PLANNING OFFICE.

Name of Campus ______________________
Name of Contact
Person ______________________

PLANNED CONTRACTURAL VOCATIONAL COURSES
WITH LOCAL SCHOOL DISTRICTS
FOR SCHOOL YEAR 1974-75

School District ______________________
Co.-Dist. No. ______________________

SEE REVERSE SIDE FOR INSTRUCTIONS

Course Titles	Meeting Time For Each Class Section		NAMES OF SENDING SCHOOL DISTRICTS										No. of Local Students	Total*	FOR TEA USE ONLY
	From	To													Facility Capacity
			NUMBER OF STUDENTS												

*Total approved students not be allowed to exceed facility capacity.

3.21-1

INSTRUCTIONS FOR COMPLETING PAGE 2

The form on the front of this sheet is to be completed by area schools and non-area schools planning to provide vocational instruction for students from other school districts. It is an instrument which will allow receiving schools to effectively plan for maximum utilization of staff, facilities, and equipment.

Inherent in cooperative efforts of this nature is the need for clear communication between receiving and sending school districts. A recommended means of establishing and maintaining communication suggests that slots for out-of-district students be tentatively allocated to neighboring schools following pertinent conferences and discussions between cooperating districts. When and if a sending district is not able to utilize its full allocation, it should be understood that it must immediately notify the receiving district and release any excess slots for reassignment.

There is a limit to the number of students who can be provided effective instruction in a class section. This number will vary because of differences in courses, the extensiveness of facilities and equipment, availability of training stations, et cetera.

The capacity of a class section is determined by applying the just-mentioned criteria. In no case shall the projected class section enrollment exceed its capacity. Preliminary capacity numbers may be determined with the assistance of field staff members.

In using this form, enter by class sections only those courses in which you plan to enroll students from other school districts. When completed, it will indicate the number of students to be accommodated from all other districts (regardless of fund sources), as well as those from your own district.

Area schools may be reimbursed for contracted instruction of students from other school districts after the following stipulations are met:

1. The instructional unit must have an eligible enrollment of 20 students, all of whom may be local or may include some students from other districts, plus
2. A minimum of 6 students from other districts to meet the school's obligation to serve the area.
3. Where local student enrollment exceeds 20, area schools are obligated to accept without charge a maximum of 6 students from other schools, provided the total enrollment does not exceed the capacity of the facility.
4. After complying with the above provisions, if an area school has not enrolled sufficient students to reach the maximum capacity of a program, it may enroll additional students from other school districts and receive contract funds. The number of students who could be provided instruction under contract would then be the difference between the maximum program capacity and the number established by application of the provisions stipulated in 1, 2, and 3 above.

Non-area schools may be reimbursed for contracted instruction of students from other school districts after the following stipulation is met:

1. The instructional unit must have an eligible enrollment of 26 students, all of whom may be local or may include some students from other districts.
2. After complying with the above provision, if a non-area school has not enrolled sufficient students to reach the maximum capacity of the program, it may enroll additional students from other school districts and receive contract funds.

FOR TEA USE
Page No. (1-1)

EXISTING AND PROJECTED PROGRAMS

Part I
Page 3

Co.-Dist. No.__________ (7-15)

Name of Campus:______________________________

Inventory										Estimated Costs (X00)								
Line Number	a-Name of Vocational Unit b-USOE Code Number c-Number of Months Approved	Year	Number of Units	Status					Estimated Enrollments	Salaries (estimated) (X00)		Travel Expenses (X00)	Instructional Equipment Costs (X00)	Instructional Supplies Costs (X00)	Facility Costs (X00)	Other Costs (X00)	Estimated Total Costs (X00)	Estimated Local Effort (X00)
				Continuing	Additional	New	Redirected	To be dropped		State Schedule	Local Increment							
0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
(5-6)	(16-23)			(24-25)	(26-27)	(28-29)	(30)	(31)	(32-35)	(36-40)	(41-45)	(46-49)	(50-54)	(55-58)	(59-61)	(62-66)	(67-73)	(74-80)
01	a________	73-74																
02	b________	74-75																
03	c________ mo.	78-79																
04	a________	73-74																
05	b________	74-75																
06	c________ mo.	78-79																
07	a________	73-74																
08	b________	74-75																
09	c________ mo.	78-79																
10	a________	73-74																
11	b________	74-75																
12	c________ mo.	78-79																
13	a________	73-74																
14	b________	74-75																
15	c________ mo.	78-79																

INSTRUCTIONS FOR USING PAGE 3

(Additional forms may be reproduced locally if needed.)

Page 3 is a campus report that defines the status of each allocated vocational unit for the current (1973-74) school year, the plan for next (1974-75) school year, and a projection that will identify goals for the 1978-79 school year. Additionally, this page provides a means of planning fund expenditures.

Column 1 - Write the (a) name and the (b) USOE code number as given on the enclosed code sheet of the vocational unit provided or planned and indicate (c) the number of months it is to operate. (For example, units in the same program may be allocated for periods of 10 months, 11 months, or 12 months. Separate entries should be indicated for units with different allocation periods.) To change number of months a unit is to operate, application form (Part II) must be used.

Column 3 - Indicate the number of units operating in 1973-74 and/or those expected to operate in 1974-75 and 1978-79.

Column 4 - Insert the number of units that are, or will be, continuing.

Column 5 - Show the number of units that have been or will be added. These are units that can be described as "more of the same."

Column 6 - Give the number of units that are or will be new on a campus.

Column 7 - Indicate the number of vocational units which the school plans to convert to another occupational field in the same vocational program.

Column 8 - Show the number of units a school plans to discontinue.

Column 9 - Give the number of students currently enrolled in the course and/or the number anticipated to be enrolled in the future years indicated.

Column 10 - Insert the dollar amount payable under the State Schedule to teachers or ancillary personnel. Do not attempt to identify funding sources in this column--simply provide the appropriate dollar amount.

Column 11 - Show whatever amount of salary the school pays that is in excess of the State Schedule.

Column 12 - Enter the total planned expenditures of teacher travel funds. This amount should include both State and local funds.

Columns 13 & 14 - Amounts in these columns will include both State and local funds. Remember that the $400 a school receives under the Minimum Foundation Program is intended to supplement, rather than supplant, local efforts.

Column 13 - Show current and planned expenditures for instructional equipment.
Column 14 - Show current and planned expenditures for instructional supplies.

Column 15 - Give the cost to the District for providing adequate physical instructional facilities. This would include purchases, utilities, maintenance, et cetera, but does not include servicing bonds.

Column 16 - If there are costs which cannot be assigned to any of the preceding categories, such as locally funded supervision, Social Security, Insurance, et cetera, they should be entered in Column 16.

Column 17 - Indicate the total of Columns 10 through 16.

Column 18 - Enter that part of the total just indicated in Column 17 which is local money. Do not include local fund assignment dollars.

Part I
Co.-Dist. No.__________

MAINTENANCE OF LOCAL EFFORT
FOR VOCATIONAL EDUCATION AMENDMENTS OF 1968
Public Law 90-576

These amounts should agree with information in Column 18 on Page 3.

Approved Programs, Services, or Activities	Actual Expenditures		Estimated	Budget
	1971-72	1972-73	1973-74	1974-75
1.	2.	3.	4.	5.
Agriculture				
Distributive				
Health				
Homemaking (Gainful and Useful)				
Industrial				
Office				
CVAE (For Disadvantaged Student Population)				
Vocational Education Programs for the Handicapped				
Technical				
Administration and Supervision				
Vocational Guidance Services				
Teacher Training				
Evaluation of Programs and Services				
Construction (all vocational programs)				
Total (Local Effort Only)				

Enter the total expenditures from local funds only for each vocational program, service, or activity.

Only costs attributable to carrying out the provisions of the State Plan are allowable costs.

The local educational agency shall maintain records documented on an after-the-fact basis to substantiate the proration of expenditures for applicable items such as salaries, travel, rent, supplies, equipment, and construction.

If the amount for 1973-74 represents a decrease of more than 5% from the amount for 1972-73, an explanation must be attached to substantiate a claim that the local education agency has maintained a fiscal effort and is entitled to receive financial assistance under Public Law 90-576.

INSTRUCTIONS FOR COMPLETING PAGES 5 AND 6

SCHEDULE OF VOCATIONAL UNITS AND TRAVEL BUDGET

COMPLETE FOR EACH CAMPUS ON WHICH UNITS ARE ASSIGNED

Section A. Program/Service

State Board policies on the allocation, reallocation, standards, and financing of high schoo programs and services of vocational education are contained in the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students, 1972, Revised.

Column (1) - Under Industrial Shop or Laboratory on page 5 enter name of program being offer Example: Auto Mechanics, Cosmetology. Under CVAE Pre-employment Laboratory and Vocational Education for the Handicapped on page 6 enter name of program being offered. Example: CVA Home and Community, CVAE General Mechanical Trades, Home and Community Handicapped, General Mechanical Trades Handicapped.

Column (2) - This is the code used to identify units for pay purposes under the Foundation School Program. Please note that code numbers are indicated for all programs except CVAE Pre-employment Laboratory and Vocational Education for the Handicapped Laboratory. Do not attempt to enter codes on units in these two programs. They will be assigned by the Divisio of Occupational Administrative Services when the report is processed.

Column (3) - Enter number of months requested for Minimum Foundation Program pay purposes.

Section B. Existing Units

Column (4) - Enter, by program or service, the number of different vocational units currentl allocated to the district.

To drop a unit, or fractional unit, enter in Column (4) the number of units currently allocated, followed by the number to be dropped, in parentheses. Example: 2(1/2)

Columns (5) and (6) - Average Membership - Enter, by male and female, the average membership of eligible students in each program operated during the first six months of the current yea The school district's records documented on an after-the-fact basis substantiate the eligibl membership in Columns (5) and (6) as required in the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students, 1972, Revised.

Section C. Additional, New, and Redirected Units

Column (7) - Enter the number of vocational units, or fractional units, requested in additio to the number now allocated and operated in any one vocational field.

Column (8) - Enter the number of new units, or fractional units, requested.

Column (9) - Redirected units are those which the school wishes to convert to another occupational field in the same vocational program.

Section D. Vocational Travel Budget

Column (10) - Enter, by program or service, the amount of reimbursable travel requested for professional personnel. Regulations on vocational teacher travel prescribe travel fund authorizations and limitations.

Column (11) - For Agency use only.

Maximum Reimbursable Amounts for Various Units. Within funds available, travel expenses of vocational personnel shall be reimbursed at a rate of 100 percent. Budget balance schools may be reimbursed at a rate of 50 percent.

Vocational Unit	Maximum Per Unit
Production Agriculture (and combination programs)	$ 1,100
Shop and Laboratory	440
Part-time Cooperative Training Programs	500
Homemaking--Consumer Education (and combination programs)	300
Administrator and/or Supervisor	600
Counselor	350
Occupational Orientation	300

The maximum allocation for units in each of the above categories is the same without regard to whether the unit is allocated full or part-time for ten, eleven, or twelve months. Additional information concerning vocational travel will be presented in the Guide for the Administration of Travel of Vocational Personnel. Schools will be furnished copies of this revised Guide and additional copies can be obtained from the Division of Public School Occupational Programs.

Determining Average Membership of Eligible Students in a Current School Year for Reallocation of Vocational Units - The Policy on Reallocation of Vocational Teacher Units does not increase the unit allocation to a school for the following year. Application of this policy determines whether or not the school had sufficient average membership of eligible students enrolled in each vocational program during the first six school months to justify reallocation for the next year of the units the school held.

The average membership of eligible students enrolled in approved units in each vocational course during the first six school months of a current school year shall be used in determining the eligibility of a school district for reallocation of existing units in each vocational course for the following year. This average shall be determined as follows: from official records, count the number of eligible students enrolled in each course on the last day of each school month during this period, including only the students eligible to be counted. Divide the total of these six counts for each course by six to determine the average membership of eligible students enrolled during this period.

For these purposes, a school month contains 20 days of instruction.

Name of District________________

Name of Campus________________

SECONDARY VOCATIONAL UNITS AND TRAVEL BUDGET

Part I
Co.-Dist. No._______
1974-75

SECTION A			SECTION B			SECTION C			SECTION D	
			EXISTING UNITS			ADDITIONAL	NEW	REDIRECTED	TRAVEL BUDGET	
PROGRAM	PROF. STATUS CODE	MONTHS PER YEAR APPROVED	NO. UNITS	AVG. ELIG MEMBERSHIP 1ST 6 MONTHS		NO. UNITS REQUESTED	NO. UNITS REQUESTED	NO. UNITS REQUESTED	AMOUNT REQUESTED BY LEA	AMOUNT APPROVED BY TEA
(1)	(2)	(3)	(4)	(5)(M)	(6)(F)	(7)	(8)	(9)	(10)	(11)
Agriculture, Production	6063									
Agriculture, Cooperative	6063									
Agriculture, Co-op & Production[1]	6063									
Agriculture, Pre-emp. Laboratory	6063									
Agriculture, Production & Pre-emp.[1]	6063									
Homemaking Education	6064									
Homemaking & Pre-emp. Laboratory[1]	6064									
Homemaking & Co-op Part-time[1]	6064									
Homemaking, Pre-emp. Laboratory	6164									
Homemaking, Cooperative Part-time	6164									
Distributive Cooperative Part-time	6065									
Distributive Pre-emp. Laboratory	6065									
Distributive, Co-op & Pre-emp.[1]	6065									
Industrial Cooperative Part-time	6062									
Industrial Shop or Laboratory[2]	/////	////////	//////	//////	/////	//////////	////////	///////////	/////////	//////////
1.	6062									
2.	6062									
3.	6062									
4.	6062									
5.	6062									
6.	6062									
Occupational Orientation[3]	6091									

[1] Combination Units

[2] Enter name of shop or laboratory on lines 1 through 6.

[3] Allocated and reallocated on proposal basis

Name of District ______________ SECONDARY VOCATIONAL UNITS AND TRAVEL BUDGET (cont'd)
Part I
Co.-Dist. No. __________
1974-75

Name of Campus ______________

SECTION A			SECTION B			SECTION C			SECTION D	
			EXISTING UNITS			ADDITIONAL	NEW	REDIRECTED	TRAVEL BUDGET	
PROGRAM/SERVICE	PROF. STATUS CODE	MONTHS PER YEAR APPROVED	NO. UNITS	AVG. ELIG. MEMBERSHIP 1ST 6 MONTHS		NO. UNITS REQUESTED	NO. UNITS REQUESTED	NO. UNITS REQUESTED	AMOUNT REQUESTED BY LEA	AMOUNT APPROVED BY TEA
(1)	(2)	(3)	(4)	(5)(M)	(6)(F)	(7)	(8)	(9)	(10)	(11)
Health Occupations, Cooperative	6068									
Health Occupations, Pre-emp.	6068									
Office, Cooperative Part-time	6098									
Office, Pre-emp. Laboratory	6098									
Office, Co-op & Pre-emp.[1]	6098									
Coord. Voc.-Acad. Educ. (CVAE)	//////	////////	//////	//////	/////	/////////	/////////	//////////	/////////	//////////
CVAE Cooperative Part-time	6662									
CVAE Pre-emp. Laboratory[2]	//////	////////	//////	//////	/////	/////////	/////////	//////////	/////////	//////////
1.										
2.										
3.										
4.										
5.										
Voc. Ed. for Handicapped (VEH)[3]	//////	////////	//////	//////	/////	/////////	/////////	//////////	/////////	//////////
1.						/////////	/////////	//////////		
2.						/////////	/////////	//////////		
3.						/////////	/////////	//////////		
Industrial Electronics	6296									
Data Processing	6396									
Vocational Counselor	6031			//////	/////			//////////		
Vocational Supervisor	6030			//////	/////			//////////		
Vocational Administrator	6069			//////	/////			//////////		

[1] Combination Units

[2] Enter name of unit on lines 1 through 5.

[3] Enter on lines 1 through 3 the name of laboratory of VEH units allocated under the Minimum Foundation Program. Voc. Ed. for the Handicapped units are allocated and reallocated on proposal basis only.

Part I
Co.-Dist. No.___________

STATEMENT OF ASSURANCES

The School District assures the State Board that it will:

Plan and conduct the approved programs with the advice and counsel of a vocational advisory council.

Provide or arrange for projects in shop or laboratory programs for teaching all major units of the occupation during each school year. In the case of Building Trades Program, the school agrees to provide or arrange for a building construction project.

Assume the responsibility for developing, conducting, and providing opportunities for student participation in a local chapter of an approved youth leadership organization related to each vocational program being conducted.

Provide small and large equipment comparable to that used in the occupations for which training is proposed and all other instructional materials and supplies necessary for the operation of sound programs.

Provide vocational guidance and counseling services for students.

Provide supervision and in-service education programs for all vocational personnel.

Provide all data and information regarding programs of vocational education requested by the Texas Education Agency.

Require the teacher(s) to participate in workshops conducted for such teachers by the Texas Education Agency.

Organize and conduct the program(s) of Vocational Education in accordance with applicable Federal and State Laws, the Policies of the State Board of Education, all provisions outlined in the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students, and the vocational programs standards, Texas Education Agency, Austin, Texas.

Evaluate periodically the quality and effectiveness of each program, and make revisions and improvements as needed to assure programs which will provide an optimum of occupational choices for the students that correspond with the labor market demands of the business and industrial community. Evaluation guidelines are found in the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students.

Maintain a follow-up record of students completing the program.

Maintain an inventory of equipment and tools for the program.

Schedule teacher(s) and students in compliance with policies on allocation of teacher units.

The application has been developed in consultation with the educational and training resources available in the area, such as the Texas Employment Commission, industrial groups, CAMPS, and others.

I certify that to the best of my knowledge all information, data, and statements in this application are true and correct.

____________________________________ ______________________
Signature of Superintendent of Schools Date

Reviewed by Local Advisory Committee ____________________________________
Signature of Chairman of Local Advisory Committee

3.21-1

DEMOGRAPHIC DATA

Part **II**

o.-Dist. No. __________

opulation

rovide in the format below demographic data which has been given due consideration in determining the vocational education needs of the school district. Underline source of data used: tatistical Abstract of the United States, City and County Data Book, Census of Population, esearch Reports, State Surveys, Bureau of Labor Statistics, Texas Almanac, other (Specify).

1	2	3	4	5	6	7
Date Reported	1970-71	1971-72	1972-73	1973-74 Present	1974-75 (Estimated)	1978-79 (Projected)
Enrollment of District						
7th grade						
8th grade						
9th grade						
10th grade						
11th grade						
12th grade						
Ungraded						
Total						
Number handicapped (7-12)						
Number educationally disadvantaged (7-12)						
Of the scholastics enumerated above, how many may be identified as migrants?						
Total number enrolled in vocational education grades 7-12.						
General:						
1. Age Distribution of School District Population						
5-18						
19-64						
2. Employment in Area Served by District*						
Number Employed						
Number Unemployed						
Age under 22						
Age 22-44						
Age 45 and over						

Follow-up on 1969 Graduates:

Total number of high school graduates in 1968 ________

% currently pursuing a Baccalaureate Degree ________%

% who have completed the Baccalaureate Degree ________%

% currently pursuing other post-secondary education ________%

% who have completed other post-secondary education ________%

% employed full time* ________%

% currently unemployed* ________%

Number of School Dropouts by Grade Level for Current School Year, 1973-74.

7th	8th	9th	10th	11th	12th

*Do not include persons who are in military services, full-time students, or homemakers not considered as being available for full-time employment.

Part II
Co.-Dist. No.__________

REQUEST FOR NEW, ADDITIONAL, AND/OR REDIRECTED VOCATIONAL UNIT(S) FOR IN-SCHOOL YOUTH

With Attachments

1. ____
Name of School District

______________________ ______________________
Address City

2. Estimated current High School ADA, grades 9-12: __________________

3. This request is for the 1974-75 school year and for the vocational unit(s) listed below: (Attach additional sheets if necessary.)

Name of School Campus	Name of Vocational Unit *(If redirected indicate course being discontinued)	Number of Units			Total Units Requested
		New	Additional	Redirected	

*When redirecting a unit, please write and enclose in parentheses the unit or fraction being discontinued immediately preceding the unit being requested.

Part II
Co.-Dist. No.__________

UNIT APPLICATION

(To be completed with assistance of Area Consultant)

ame of School Campus____________________ Name of Course____________________

ame of teacher, if employed____

umber of months teacher is to be employed______. Dates of employment: (from day and onth)__________________, 19____ to ____________________, 19____.

OTE: A line drawing showing the arrangement and dimensions of floor plan of the facility must be attached for each teaching unit requested.

Teacher's Daily Schedule

Period	Time of Period	Schedule of Classes and Other Duties	Student Enrollment Grades __-__
		TOTAL:	

Date____________________ Signature of Principal____________________

If this request is for an additional unit in the same course on the same school campus:

	Boys	Girls	Total
(a) how many eligible students have pre-registered or are reasonably certain to enroll in the existing unit(s)	____	____	____
(b) in additional unit(s)	____	____	____

Have employers or managers been consulted regarding the need and value of training of high school students in the course(s) for which application is being made? Yes___ No___

The school agrees to provide from local funds:

(a) Floor and/or Laboratory Space____________________Square Feet
(b) Operating Supplies and Instructional Materials in the Amount of:

$______________per student (first year) $________________per student (each year thereafter)

Date of Application__________________ ____________________________
Signature of Superintendent

FOR TEA USE ONLY

Recommended for Approval ☐ Yes ☐ No ____________________________
Signature of Area Consultant

Recommended for Approval ☐ Yes ☐ No ____________________________
Signature of State Director

CIRCLE ONE: 1/4 - 1/2 - 3/4 - 1
CIRCLE ONE: New - Additional - Redirection

Part II
Co.-Dist. No. __________

ATTACHMENT "A - COORDINATED VOCATIONAL-ACADEMIC EDUCATION"

For programs for students with Special Learning Needs (C.V.A.E.), the following information is required.

Outline briefly each additional and/or new occupational Subject Area (occupational clusters) requested.

Briefly describe the special academic curriculum that departs from the traditional standards on an ungraded basis. (English, mathematics, social studies, etc.) Specify skills to be developed, adapted to the learning ability of all students enrolled in this program.

Total number of students in school districts, detained by one or more grades, and/or potential dropouts having academic and socioeconomic handicaps that would qualify them for Coordinated Vocational-Academic Education. __________

Part II
Co.-Dist. No.____________

ATTACHMENT B - HOMEMAKING EDUCATION

NOTE: In addition to the schedules for new, additional or redirected unit(s) (Page 5, Part I), attach a schedule for each existing and continuing vocational homemaking teacher unit in the school district.

1. Total number of existing and continuing, additional, redirected, and new units requested for the school district . . . . ____________

   Homemaking (Useful) . . . . ________
   Cooperative Education . . . . ________
   Pre-employment Laboratory . . . . ________
   Combination Homemaking and Cooperative . . . . ________
   Combination Homemaking and Pre-employment . . . . . ________
   Combination Cooperative and Pre-employment . . . . . ________

2. State briefly the overall objectives of the proposed program and/or courses: ____

3. Number of in-school youth to be enrolled in Homemaking . . . . ________
4. Number of youth from economically depressed homes to be enrolled . . ________
5. Number of out-of-school youth and adults to be enrolled in homemaking classes . . . . ________
6. Number of out-of-school youth or adults from economically depressed homes to be enrolled . . . . ________

7. State briefly how homemaking courses will meet the social, cultural, and economic needs of individuals and families: ____________

8. Describe plans for including consumer education as an integral part of the homemaking education program: ____________

9. What are the plans for contributing to the employability of students through:

   Homemaking (Useful) ____________

   Homemaking (Gainful) ____________

ATTACHMENT B - HOMEMAKING EDUCATION (cont'd) Co.-Dist. No. _____

10. What are the plans for helping students:

a. Meet the dual responsibilities of homemaker-wage earner: ______________________

b. Prepare for professional leadership in home economics: ______________________

11. Describe briefly the proposed plan for the summer phase of the homemaking program:

a. Enrollment in the summer phase of the program for 1972: Youth __________; Out-of-school Youth and Adults (including Young Homemakers of Texas) ________;
b. Proposed enrollment in the summer phase of the program in 1973: Youth _______; Out-of-school Youth and Adults (including Young Homemakers of Texas) ________.

12. Proposed arrangements to ensure an effective homemaking education program:

a. A chapter of Future Homemakers of America will have regularly planned programs . . . . Yes____ No____
b. Work with adults, including Young Homemakers of Texas, will be conducted . . . . Yes____ No____
c. The money allocated for the homemaking department may be used by the teacher as a means of teaching budgeting and consumer education . . . . Yes____ No____
d. Maintenance and custodial service for the homemaking department will be provided . . . . Yes____ No____
e. Amount of money to be budgeted for:
    (1) new equipment and furnishings . . . . $ __________
    (2) operation of department exclusive of equipment and furnishings . . . . $ __________
    (3) for library and resource materials . . . . $ __________

13. Number of separate classes to be conducted and number of eligible students pre-registered for the following programs in 1973-74:

	Number of Classes	Estimated Enrollment
a. Homemaking Education I		
b. Homemaking Education II		
c. Homemaking Education III		
d. Homemaking Education IV		
e. Home and Family Living		
f. Child Development		
g. Consumer Education		
h. Home Furnishings		
i. Home Management		
j. Home Nursing		
k. Home Economics Cooperative Education		
l. Home Economics Pre-employment Laboratory Training		
m. Total of a through l . . . Total		

Part II
Co.-Dist. No. ________

ATTACHMENT "C - AGRICULTURE"

1. Number of students in 197_-__ (year for which the application is being made) enrolled in grades: 6th________ 7th________ 8th________

2. Number of eligible students, grades 9-12, pre-registered on the date this application is made to be enrolled in the program September 197_ .... ________

   a. Number of these students who live on farm or ranch.................. ________

   b. Number of these students living in town whose parents own or operate farm or ranch.. ________

   c. Number of these students whose parents do not own or operate farm or ranch but will provide adequate facilities for an approvable supervised farming program. (where applicable).......................... ________

   d. Does the school have facilities for students to carry out satisfactory supervised farming programs? If so, attach sheet describing facilities. (where applicable).................................... ____ yes ____ no

3. Number of young farmers living in school district........................ ________

4. Number of adult farmers living in school district........................ ________

5. Proposed Agriculture Program to be Developed

   a. The school will develop a class schedule and program for eligible high school students in accordance with policies of the Texas Education Agency.. ____ yes ____ no

   b. The school assumes responsibility for developing and conducting an instructional program to meet needs of young and adult farmers in accordance with policies of the Texas Education Agency.............. ____ yes ____ no

6. Proposed Administrative Arrangements for Developing an Effective Program

   a. The school now has available classroom facilities, farm shop, farm mechanics equipment, laboratory space, instructional supplies and teaching aids in accordance with policies of the Texas Education Agency.. ____ yes ____ no

   b. If not, the school agrees to provide classroom facilities, farm shop, farm mechanics equipment, laboratory space, instructional supplies and teaching aids in accordance with polcies of the Texas Education Agency by ____________________, 197_.

   c. The school will provide adequate transportation for vocational agriculture students to participate in field trips and Future Farmers of America activities.. ____ yes ____ no

   d. The school will provide an annual budget for equipment and supplies to maintain the department in accordance with policies of the Texas Education Agency.. ____ yes ____ no

Part II
Co.-Dist. No.________

ATTACHMENT "D - GUIDANCE"

A. Number of counselors and guidance personnel presently employed by the school district, grades 7 through 12, and funded as follows:

Name of School Campus	M.F.P. Based on C.T.U.	M.F.P. Vocational	M.F.P. Special Education	Local Funds

B. Number of new vocational counseling units applied for with campus or campuses each will serve:

Name of Campus (es)	Number Applied For

C. The applying school district understands that approval of this request and continuance of approvability are based upon agreement and acceptance of the following conditions regarding the duties of a vocational counselor:

1. The vocational counselor will function under the direction of the Vocational Assistant Administrator/Supervisor, assuming such administrative unit exists.

2. Shall work with administrators, teachers, employers, and other counselors for effective dissemination of occupational information to students.

3. Shall be responsible for the selection, administration, and interpretation of test instruments used in assisting students in making career choices.

4. Shall be responsible for the identification of students who may benefit by enrolling in vocational education.

5. Shall work with administrators, counselors, and vocational teachers in providing for orientation of students relating to vocational offerings of the school.

6. Shall provide a job-placement program assisted by vocational teachers for students completing occupational courses.

7. Shall assist in individual vocational counseling of students.

Part II
Co.-Dist. No.___________

ATTACHMENT "D - GUIDANCE" (Cont'd)

8. Shall assist with follow-up studies of former vocational students, graduates, and dropouts with the intention of improving services to current students and of continuing services to former students.

9. Shall develop, when appropriate, a vocational guidance program for adults who may enroll in adult vocational programs conducted by the school.

10. Shall work with "feeder" schools regularly to explain vocational programs to prospective students.

D. Attach a copy of the school's plan for "Guidance Services," grades 1-12. Give a brief description of how vocational counselor units will be utilized in the total plan of "Guidance Services."

Date ______________________________ ______________________________
SIGNATURE OF SUPERINTENDENT

Recommended for Approval______________ ______________________________
(Date) PROGRAM DIRECTOR (TEA)

Part II
Co.-Dist. No.__________

ATTACHMENT "E - VOCATIONAL ASSISTANT ADMINISTRATORS (DIRECTORS) AND VOCATIONAL SUPERVISORS"

The person filling the first unit shall be the Vocational Assistant Administrator (Director). Additional supervisory ancillary units shall be allocated by program areas or they may be assigned functionally (for example, supervisor of cooperative teacher-coordinators).

A. Number of supervisory personnel presently in the school district for grades 7-12 earned or funded as follows:

M.F.P. Based on C.T.U.	M.F.P. Vocational	M.F.P. Special Education	Local Funds
________	________	________	________

B. Identify type of vocational supervisory unit(s) requested; i.e., Assistant Administrator (Director), Industrial, Distributive, Agriculture, Homemaking, or assigned functionally.

________________________ ________________________

________________________ ________________________

C. Attach a copy of the school's plan for "Supervisory Services," grades 1-12. Give a brief description of how each vocational supervisory unit requested will be utilized in the total plan of "Supervisory Services."

D. The Vocational Assistant Administrator/Supervisor will be permitted to function under the superintendent of schools or his designated assistant.

E. The applying school district understands that approval of this application and continuance of approvability is based upon agreement and acceptance of the following conditions regarding the duties of a Vocational Assistant Administrator (Director) and/or Vocational Supervisor.

The duties of a Vocational Assistant Administrator (Director) shall include as a minimum:

1. Working with business and industrial advisory committees to determine the need for, and the extent of, training for existing employment opportunities.
2. Developing occupational programs, services, and activities.
3. Developing specifications for material under consideration for acquisition.
4. Working with appropriate State agency for program approval and financial support and executing contracts for the signature of the chief administrator of the school district or college regarding reimbursement for instructional and other expenditures.
5. Consulting with administrator responsible concerning State requirements regarding purchase and reimbursement procedures.

Part II
Co.-Dist. No.__________

ATTACHMENT "E - VOCATIONAL ASSISTANT ADMINISTRATORS (DIRECTORS) AND VOCATIONAL SUPERVISORS" (Cont'd)

6. Establishing student admission criteria for each instructional program.

7. Making recommendations to the chief administrator of the school district or college for personnel staffing.

8. Organizing and promoting in-service training programs for instructional and administrative personnel.

9. Maintaining adequate records and details for reporting purposes to local administrative and State offices responsible for the financing of the programs.

10. Supervising the counseling, guidance, and testing of students as well as placement of graduates and maintaining adequate follow-up records on all students.

11. Encouraging and assisting with the development of youth organizations.

12. Assuming responsibility for conducting annual self-evaluation and assisting with five-year team evaluations.

F. The duties of a Vocational Supervisor shall include as a minimum:

1. Assisting the local administrator of vocational-technical education by working closely with business and industrial advisory committees to determine the need for, and the extent of, training for existing employment opportunities in the program being supervised.

2. Developing instructional programs including laboratory, shop, and classroom space requirements, and the equipment necessary for meaningful learning experiences designed to impart to students the necessary knowledge and skills for successful employment and making appropriate recommendations for adequate facilities in the program.

3. Assisting in developing specifications for material under consideration for acquisition.

4. Consulting with teachers concerning State requirements regarding purchase and reimbursement procedures.

5. Assisting in establishing student admission criteria for each course in the program.

6. Making recommendations to the assistant administrator for vocational-technical education of the school district on the employment of staff for the instructional program.

Part II
Co.-Dist. No.____________

ATTACHMENT "E - VOCATIONAL ASSISTANT ADMINISTRATORS (DIRECTORS) AND VOCATIONAL SUPERVISORS" (Cont'd)

7. Assisting in organizing and promoting in-service training programs for instructional personnel in the program.

8. Maintaining adequate records and details of the program for reporting purposes to local administrator of vocational-technical education.

9. Following up on effectiveness of training with special attention toward modification or redirection of curricula, course content, or teaching methods which will improve the quality of the courses in the program.

10. Assisting in administering the day-by-day detail of equipment and supply problems--a major item in any technical or vocational program.

Date of Application____________________ ______________________________
SIGNATURE OF SUPERINTENDENT

Recommended for Approval________________ ______________________________
(Date) PROGRAM DIRECTOR (TEA)

APPENDIX XIII

ANNUAL APPLICATION FOR FUNDS FOR POST-SECONDARY OCCUPATIONAL PROGRAMS

TEXAS EDUCATION AGENCY

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

POST-SECONDARY DIVISION

ANNUAL APPLICATION FOR FUNDS FOR POST-SECONDARY OCCUPATIONAL PROGRAMS

Fiscal Year Beginning September 1, 1974 Ending August 31, 1975

____
Educational Institution

____
Address

____
City, Zip Code

____
Date

ANNUAL APPLICATION FOR FUNDS FOR POST-SECONDARY OCCUPATIONAL PROGRAMS

The purpose of the Annual Application is administration of the State Legislative appropriation to public community/junior colleges according to Texas Education Agency requirements, the Texas State Plan for Vocational Education and the Vocational Amendments of 1968 (Public Law 90-576). The Annual Application consists of a Long-Range (Five-Year) Plan and an Annual Program Plan. The Long-Range Plan includes two schedules entitled Employment Opportunities Related to Occupational Programs and Proposed New Programs and Budget Estimates. The first, Employment Opportunities, identifies major occupations within the junior college service area, current employment and projected labor demand. Include those occupations related to occupational programs currently offered and also those occupations for which training is not available. This schedule should be completed using the latest information available. Some suggested sources of data are: Census of Population, Research Reports, Texas Employment Commission Surveys, Bureau of Labor Statistics, and local surveys.

The Annual Program Plan consists of a Budget Schedule and a narrative statement of objectives of the junior college's annual vocational-technical program effort and a statement detailing activities proposed to carry out the Annual Plan. The Annual Program Plan should be developed in consultation with representatives of educational and training resources available to the area served.

Instructions for Completing the Budget Schedule

Total student contact hours generated in approved general academic programs, vocational-technical programs and adult vocational courses must be determined from enrollment reports and entered in columns 3, 4, and 5, line 1. From these amounts determine the percentage and enter in columns 3, 4, and 5, line 2.

The percentages thus determined may be used to prorate certain budgeted expenditures.

Budgeted Expenditures. Classifications and definitions of expenditures and income as outlined in A Financial Reporting System for Public Junior Colleges developed by the Coordinating Board, Texas College and University System will be used to define expense and revenue categories in the Annual Application. Appendix A of the reporting system manual is included for your convenience.

From the Annual Operating Budget, as adopted by the junior college Board of Regents, determine the total amount budgeted for faculty salaries in general academic programs. Enter this amount in column 3, line 4. Similarly, determine faculty salaries in vocational-technical programs and adult vocational courses and enter the amounts in columns 4 and 5, line 4. The total of line 4 should be entered in column 2. Lines 5 and 6 make up the expense category Departmental Operating Expense. Equipment, line 5, includes instructional equipment, office furniture and equipment, and conventional classroom furniture. Enter appropriate amounts from the Annual Operating Budget in columns 3, 4, and 5. All other expenditures in Departmental Operating Expense are to be entered in appropriate columns, line 6. Line 3 is the total of lines 4, 5, and 6. Enter total Resident Instruction in column 2, line 3.

Line 7 is for that part of instructional administration which is specialized and not prorated. For example: The salary of the academic dean or vice president and the expense of his office is entered in column 3, line 7. The salary of the technical-vocational dean or director and supervisors, and the expense of their offices, is entered in column 4, line 7. If adult education directors or supervisors are responsible for adult vocational courses only, their salaries and office expense are entered in column 5, line 7.

Line 8 is for instructional administration in those cases wherein the administrators have duties and responsibilities involving both vocational-technical and academic education. Examples would be a vice president or dean of instruction who has responsibility for all instructional programs or an adult and continuing education director who has responsibility for vocational, avocational and academic courses. The salaries of these administrators may be prorated according to the percentages in line 1 above.

The cost of general administration, student services, staff benefits, and library may be prorated according to the percentages in line 2 and entered in appropriate columns in lines 9 through 14. Enter subtotal of columns 2, 3, 4, and 5 in line 15.

Budgeted Revenues. In line 18 enter the line item for both general academic programs and technical-vocational programs. The technical-vocational line item may be prorated between regular post-secondary programs and adult vocational programs. In column 3, line 19, enter the amount of contingency funds the college administration has estimated will be earned. Do not enter an amount if it does not appear in the Annual Operating Budget adopted by the local board.

Revenues from local taxes budgeted for direct support of instructional programs may be entered in line 21. An estimated amount of budgeted revenue from tuition and fees for support of academic programs should be entered in column 3, line 22. In columns 4 and 5, line 23, enter the amount of Texas Education Agency contingency funds the college administration has estimated will be earned. Do not enter an amount unless it is identified in the Annual Operating Budget. Enter subtotal of columns 2, 3, 4, and 5 in line 16.

Statement of Assurances. Federal funds identified in line 23 of the Budget Schedule must be expended by June 30, 1975. These funds must be budgeted in the Supporting Schedule. The subtotal, column 2, line 14, must equal column 2, line 23, of the Budget Schedule. It is suggested these funds be budgeted for faculty salaries, equipment, instructional administration, and guidance and counseling. The Statement of Assurances is to be completed, signed by the president or chancellor and notarized.

Please return four completed copies of the Annual Application and one copy of the college's Annual Operating Budget as approved by the Board of Regents to: Joseph D. Godsey, Director, Division of Post-Secondary, Occupational Education and Technology, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

EMPLOYMENT OPPORTUNITIES RELATED TO OCCUPATIONAL EDUCATION PROGRAMS

LABOR DEMAND AND SUPPLY SUMMARY

Occupation	Current Employment	Projected Labor Demand 1/	
		1975	1979
	TOTAL		

1/ Include total expansion and replacement needs.

PROPOSED NEW PROGRAMS AND BUDGET ESTIMATES

		1974-75	1975-76	1976-77	1977-78	1978-79
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					
____________ Program						
FUNDS (Estimated)	State					
	Local					
	Other					
	Total					

TEXAS EDUCATION AGENCY

BUDGET SCHEDULE
(September 1, 1974 through August 31, 1975)

Texas Public Junior Colleges - Vocational/Technical Education

Name of Institution ____________________ Application Number ____________________

Address of Administrative Office ____________________ County-District No. ____________________

	(1)	Total (2)	General Academic (3)		Vocational/Technical Post-Secondary (4)		Vocational/Technical Adult (5)	
1	Contact Hours: 6/1/73 to 5/31/74							
2	Percentages	100%						
	Budgeted Expenditures by Legislative Purpose	Amount	Amount	%	Amount	%	Amount	%
3	Resident Instruction			▨		▨		▨
4	(a) Faculty Salaries			▨		▨		▨
5	(b) Equipment			▨		▨		▨
6	(c) Operating Expenses			▨		▨		▨
7	Administration - Instruc.(Specialized)			▨		▨		▨
8	Administration - Instruc.(General)							
9	Administration - General							
10	Student Services							
11	(a) Guidance & Counseling							
12	(b) Other							
13	Staff Benefits							
14	Library							
15	Subtotal - Expenditures (Lines 3, 7, 8, 9, 10, 13, 14)							
16	Subtotal - Revenues (Lines 17, 20, 23)							
17	State Funds			▨		▨		▨
18	(a) Line Item			▨		▨		▨
19	(b) Contingency			▨		▨		▨
20	Local Funds			▨		▨		▨
21	(a) Taxes			▨		▨		▨
22	(b) Tuition & Fees			▨	▨	▨	▨	▨
23	Federal Funds - Contingency*		▨	▨		▨		▨

24 The budgeted expenditures and revenues reported above have been in accordance with the Financial Reporting System for Public Junior Colleges in Texas (Revised April, 1971) and HB 139, Acts of 63rd Legislature

25 Signature (Fiscal Officer) ____________________ Date Prepared ____________________

26 Signature (President) ____________________ Date Certified ____________________

27 Signature (TEA Officer) ____________________ Date Approved ____________________

*The Federal revenues listed in columns 2, 4, & 5, Line 23, must correspond with applicable expenditure amounts reported on Supporting Schedule.

(1) Estimated budget due August 31, 1974
(2) Revised budget due July 31, 1975

3.21-2

STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER J. W. Edgar	NAME OF STATE EDUCATION AGENCY Texas Education Agency

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER OF THE FOLLOWING STATEMENTS:

I. Relating to State Vocational-Technical Education Programs

A. The control of State and Federal funds and title to property derived therefrom, shall be in a public agency for the uses and purposes provided and that public agency will administer such property and funds and apply them only for the purposes for which they are granted.

B. The local educational agency will make reports to the Texas Education Agency, in such form and containing such information, as may be reasonably necessary to enable the Texas Education Agency to perform its duties under the acts of the Sixty-third Legislature, and will keep such records and afford such access thereto as the Texas Education Agency may find necessary to assure the correctness and verification of such reports.

C. All obligations and/or expenditures shall occur subsequent to the effective date of this application and prior to the end of the fiscal period in which such funds are to be available. The expenditures listed in columns 2, 4, and 5, Line 14 of the Supporting Schedule below, must correspond with applicable Federal revenue amounts reported on Budget Schedule for the Federal fiscal year ending June 30, 1975.*

Supporting Schedule (1)	Total (2)	General Academic (3)	Vocational/Technical	
			Post Secondary (4)	Adult (5)
Budgeted Expenditures by Legislative Purpose	Amount	▨	Amount	Amount
3. Resident Instruction		▨		
4. (a) Faculty Salaries		▨		
5. (b) Equipment		▨		
6. (c) Operating Expenses		▨		
7. Administration - Instructional		▨		
8. Administration - General		▨		
9. Student Services		▨		
10. (a) Guidance & Counseling		▨		
11. (b) Other		▨		
12. Staff Benefits		▨		
13. Library		▨		
14. Subtotal - Expenditures* (Lines 3, 7, 8, 9, 12, 13)		▨		

D. Plan and conduct approved occupational programs with the advice of local advisory committees.

II. Relating to the Vocational Education Amendments of 1968 (P. L. 90-576)

A. The applicant accepts the responsibility for operating the programs of Vocational Education in accordance with applicable State Law, the Policies of the State Board of Education, and all provisions outlined in the Guide for Occupational and Technical Education in the Post-Secondary Institutions of Texas (Revised) Texas Education Agency, Austin, Texas.

B. New programs in Vocational Education funded through this application will be established in accordance with the Rules and Regulations contained in the State Plan for Vocational Education, (as amended) Texas Education Agency, Austin, Texas.

C. The applicant will provide the Texas Education Agency with such other information not presently in this application for State and Federal assistance for the 1974-75 year as may be reasonably required to comply with the intent of Public Law 90-576.

CERTIFICATION

I hereby certify that the above assurances will be complied with and the program(s) approved will be conducted in accordance with all Federal, State and local laws and all requirements set forth in policies and procedures as issued by the Texas Education Agency, and

I further agree that all supporting documents for expenditures under approved program(will be maintained on file in the business office of the applicant school in an orderl manner to permit expeditious audit, and

I further agree that funds will be used as stipulated in the application and attachments thereto and any use of funds other than in the manner authorized by this agreement may be construed as misuse and result in the reclaiming of these funds.

I hereby certify that all information contained in this application and attachments thereto is true and correct, and the local educational agency named below has authorized me as its representative.

Legal Name of Local Educational Agency

Signature of President/Chancellor

STATE OF TEXAS

COUNTY OF ______________________

Subscribed and sworn to before me this ___ day of ______________, 19 ___

______________________ Notary Public in and for
Signature

______________________ County, Texas

(Seal)

CLASSIFICATIONS AND DEFINITIONS

Public Junior Colleges in Texas

CURRENT FUNDS

Funds expendable for the current operations of the institution.

Current Income

EDUCATIONAL AND GENERAL INCOME - Classifications and definitions of Educational and General Income are as follows:

State Funds - Funds appropriated or deposited in the State Treasury for allocation to the public junior colleges.

State Appropriations for Coordinating Board Approved Academic Courses - Includes all funds received by the institution from state aid appropriations to the public junior colleges in Texas.

Funds Received from the Texas Education Agency - Includes reimbursement for certain operating expenses distributed to the institutions through the Texas Education Agency.

Other Income - All other State funds for current operations.

Federal Funds - Funds for current operations accruing directly to the institution from a federal agency.

Federal Funds - Includes income for current operations (separately identify income from each program).

Local Funds - Funds gathered in the junior college district. Includes funds which are obtained from tuition and fees and other income derived from the operation of the institution.

Tuition and Fees - All tuition and fees for the regular session, summer sessions, and special programs. Refundable deposits should not be included.

Tuition - Includes tuition received from students. In clude all tuition collected, and if applicable show as a deduction that portion of tuition permitted by law to be transferred to Plant Funds for the retirement of indebtedness.

Laboratory and Other Fees - Includes income received from students for laboratory or other fees, except building use fees.

Taxes - All revenue derived from the collection of ad valorem taxes levied by the Governing Board for the operation and maintenance of the junior college district.

Taxes for Current Operations - Gross taxes collected as defined above.

Other Income - Income for which there is no category or classification above.

Sales and Services of Educational Department - Includes income received as a result of sales and services rendered by the educational departments of the institution.

Gifts, Grants and Donations - Includes income derived from gifts, grants and donations for current operations made by benefactors of the institution.

Miscellaneous Income - Includes current income derived from sources which are not defined elsewhere.

AUXILIARY ENTERPRISES INCOME - Classifications and definitions of Auxiliary Enterprises Income are as follows:

Intercollegiate Athletics - Includes income from basketball, baseball, football, track or any athletic program which is not a part of the course of instruction in physical education and physical training.

Transportation - Includes income derived from transportation of students.

Other Service Enterprises - Includes income from service enterprises not included above. Examples are bookstore, cafeteria, and dormitory operations. Each enterprise can be shown separately, if so desired.

Current Expenditures

EDUCATIONAL AND GENERAL EXPENDITURES - Classifications and definitions of Educational and General Expenditures (Elements of Institutional Costs) are as follows:

General Administration and Student Services - Salaries, wages and all other costs, including travel, for the following educational and general functions and activities.

General Administration

Government of the Institution - The costs incurred on behalf of the governing body in discharging its responsibilities. Usual operating unit: Governing Board.

Executive Direction and Control - The costs incurred in the executive direction, control and implementation of policies of the governing board and the chief executive officer. Examples: Chief Executive's Office (President), Chief Academic Officer's Office, Assistant(s) to the President. Excluded are costs of academic administrative functions defined in "Instructional Administration Expense."

Business and Fiscal Management - The costs incurred in the attainment of financial goals through proper and effective accounting records and procedures and budgetary and cost controls. Examples: Business Office, Fiscal Office, Comptroller's Office, Personnel Services, Purchasing Office, Property and Inventory Control, Internal Audit, Systems and Procedures, Tax Office or fees for assessing and collecting.

Student Services

Student Admissions and Registration - The costs of administering admission activities, processing and maintenance of student records and reports and the registration of students. Examples: Registrar's Office, Dean of Admissions.

Other Student Services - The costs of administering and coordinating the development and maintenance of the student life program including counseling with students on disciplinary and other nonacademic problems, the guidance of foreign students, student and graduate placement, nonsectarian religious activities, and Student Financial Aids. Examples: Chief Student Affairs Office, Dean of Men, Dean of Women, Student Activities, Testing and Guidance, Student Life, International Office, Placement, and Student Financial Aids.

General Institutional Expense - Expenses of a general nature which benefit the entire institution and are not related solely to any specific department or division. The definition of functions within this element should not be interpreted as implying that each institution should engage in all the activities defined.

General Institutional Expense - Included are salaries, wages, and all other costs for the following functions, services, or activities (excluding auxiliary enterprise activities): Public informational activities including bulletins, catalogues, publications, exhibits, and news service; institutional memberships; convocations and public lectures; official functions; mail service, excluding the cost of postage, legal fees and expense required to protect the interests of the institution and the state; development activities; student band; the costs of maintaining and securing records pertaining to alumni of the institution for evaluation of the educational programs of the institution; telephone central office. Does not include long distance call charges nor cost of telephone instruments. These costs are to be charged to the using departments; the cost of conducting studies for the improvement of the institution; Insurance (other than property and those covered under staff benefits); and other general institutional expense items.

Staff Benefits - Premiums or costs toward staff benefits programs for employees.

Staff Benefits - Examples of Staff Benefits are: Staff group insurance premiums; Faculty Development Leaves; Old Age and Survivors Insurance; Workmen's Compensation Insurance.

Resident Instruction - This section is divided into two classifications, General Academic Courses and Vocational-Technical Courses. Costs of classes or courses which apply toward a vocational, technical, or general academic degree program, including short term classes or courses which are vocational-technically oriented, will be reported in the appropriate section of Resident Instruction. Costs of extension and correspondence courses, including courses of a community service or avocational nature, should be reported under the element of cost Extension and Public Service.

General Academic Courses - Resident instruction includes all functions directly related to teaching, classified as follows:

Faculty Salaries - Salaries or wages of those engaged in the teaching function, including heads of teaching departments. Included also are laboratory assistants, teaching assistants, teaching fellows and lecturers who are responsible for, or in charge of, a class or class section, or a quiz, drill, or laboratory section. Not included are the salaries or wages of guest lecturers or of student assistants, laboratory assistants, and graders whose duties involve grading, clerical functions, store keeping, and preparations of class or laboratory material or other subordinate functions.

Departmental Operating Expense - Salaries, wages, supplies, travel, office furniture, equipment, and incidental operating expense for the operation of instructional departments, other than faculty salaries. Included here are the salaries and wages of guest lecturers and of student assistants, laboratory assistants, and graders whose duties involve grading, clerical functions, store keeping, and preparation of class or laboratory material or experiments or other subordinate functions. Includes teaching equipment customarily assigned to teaching departments and provides for replacement and up-dating of teaching equipment as well as acquisition of new items. Also includes costs of practice teaching other than faculty salaries, and all direct or prorated computer costs related to resident instructional programs.

Instructional Administration Expense - Salaries, wages, supplies, travel, equipment, and incidental operating expense of the offices of academic deans or directors of major teaching department groupings into colleges, schools, or divisions, and the office of the dean or director of graduate studies. Examples of activities include, but are not limited to, the following: instructional budget planning, faculty recruitment, development, assignment, and utilization; curricular expansion and revision; student academic advisement; maintenance of scholastic and admission standards. Not included are the offices of the heads of teaching departments.

Organized Activities Related to Instructional Departments - All costs of activities or enterprises separately organized and operated in connection with instructional departments primarily for the purpose of giving professional training to students as a necessary part of the educational work of the related departments. Examples of such organized activities are college farms, creameries, poultry processing plants, nursery schools, and home management houses. Does not include cost of practice teaching. Where these activities are not conducted primarily for educational purposes, they should be excluded from the definition of this element of cost.

Vocational-Technical Courses:

Faculty Salaries - Same as above, except as applicable to vocational-technical courses.

Departmental Operating Expense - Same as above, except as applicable to vocational-technical courses.

Instructional Administration Expense - Same as above, except as applicable to vocational-technical courses.

Organized Activities Related to Instructional Departments - Same as above, except as applicable to vocational-technical courses.

Library - Salaries, wages, other operating costs, books, periodicals, binding costs, and equipment of separately organized libraries (including archives).

Salaries, Wages and other Operating Expenses

Books and Equipment

Organized Research - Salaries, wages, and other costs of separately organized research divisions such as research bureaus, research institutes, and separately budgeted or financed research investigations. Departmental research not separately budgeted or financed and contract research and services are not included.

Organized Research

Extension and Public Service - All costs of activities designed primarily to serve the general public, including extension and correspondence courses, adult study courses (avocational), public lecturers, radio and television stations, institutes, workshops, demonstrations, package libraries, and similar activities. Includes costs for courses of a community service or avocational nature offered in response to community interest and need.

Extension and Public Service

Physical Plant Operation and Maintenance

Physical Plant General Services - Salaries, wages, supplies, travel, equipment, and other operating expenses to carry out the duties of physical plant administration, planning and general services. Examples of the activities included are: Administration -- salaries, wages, travel, equipment, and other operating costs required to administer one or more functional units of the physical plant; Planning -- salaries, wages, travel, equipment, and other costs required to prepare architectural and engineering plans and specifications, for the expansion, renovation, and rehabilitation of physical plant facilities, excluding fees for new construction; Other General Services -- acquisition and repair of general classroom and laboratory furniture (not including office furniture), central receiving and store of supplies and equipment, fire, health and sanitation inspection and control, garbage and trash disposal, hauling, moving and storing, property insurance, and truck and automobile expense in general service of the institution.

Campus Security - Salaries, wages, supplies, travel, equipment, and other operating expenses to carry out the traffic and security services of the institution.

Building Maintenance - Costs, including salaries, wages, supplies, materials, equipment, services, and other expenses, necessary to keep each building in good appearance and usable condition and to prevent the building from deteriorating once it has been placed in first class condition for that type and age of building. Does not include auxiliary enterprise buildings. Building Maintenance includes minor repairs and alterations, costs of materials, hire of personnel, and other necessary expenses for the repair and/or painting of the following: roofs, exterior walls, foundations, flooring, ceilings, partitions, doors, windows, plaster, structural ironworks, screens, window shades, venetian blinds, plumbing, heating and air-conditioning equipment within or a part of the building, electric wiring, light fixtures (including the replacement of lamps), washing of all outside window surfaces, built-in shelving, and other related items.

Custodial Services - Costs including salaries, wages, supplies, materials, equipment, services, and other expenses necessary to keep the buildings in a clean and sanitary condition. Does not include auxiliary enterprise buildings. These services include care of the floors, stairways and landings, and restrooms; cleaning chalkboards, inside of windows, walls, and room furniture and fixtures; assigned dusting, removal of waste paper and refuse and other related duties.

Common operations include: mopping, sweeping, waxing, renovating of floors (sanding and refinishing of floors are excluded); dusting, polishing of furniture and fixtures such as venetian blinds, partitions, pictures, maps, radiators, etc.; cleaning of chalkboards, chalk trays, erasers, and replacement of chalk, washing and dusting of walls, cleaning and disinfecting commodes and urinals, cleaning and washing other fixtures, walls and partitions, and replenishing supplies for restrooms; the emptying and cleaning of waste receptacles; and dusting and cleaning of windows, and other glass surfaces; sweeping and cleaning of entrances, and opening and/or closing buildings, doors, and windows.

Grounds Maintenance - Costs including salaries, wages, supplies, materials, equipment, services, and other expenses relating to the upkeep of all lands designated as campus proper (improved and unimproved) not occupied by actual buildings, including any court, patio, and/or inner garden or court enclosed by buildings. Grounds Maintenance begins after the site improvements are complete. (Excludes auxiliary enterprise areas.)

Phases of Grounds Maintenance are: Land improvements; permanent--lawns, trees, shrubs, etc.; seasonal--flowers, bulbs, etc.; circulation systems--vehicular, i.e., streets and roads - improved and unimproved, parking areas - improved and unimproved, traffic controls - signal lights, signs, and barriers; pedestrian, i.e., walks and paths - improved and unimproved; other activities, i.e., campus lighting including streets and campus, irrigation systems, nonstructural improvements - walls, fences, fountains, campus furniture, others; ancillary enterprises - nursery, greenhouse and areas for special academic study.

Utilities - All costs of purchase, manufacture and delivery of utility services, including: electricity, steam heat, water (hot, cold or chilled), storm sewers, sanitary sewers, compressed air, gas, clocks and bells, institutionally owned telephone systems (does not include switchboard operators and commercial telephone service), preventative maintenance, and repairs and minor alterations to production and distribution facilities. (Does not include costs of utilities for auxiliary enterprises.)

Special Items - The costs of those items which are not included in any of the other elements, or, the costs of those items which are peculiar to the particular institution.

Special Items

Major Repairs and Rehabilitation of Buildings and Facilities - This item includes major repairs, rehabilitation, and renovation of existing buildings and facilities (including repairs and alterations to production and distribution facilities for utilities where such facilities do not primarily serve auxiliary enterprises) including salaries, wages, and costs of materials for such items; but does not include routine, ordinary, annual or periodic maintenance.

Major Repairs and Rehabilitation of Buildings and Facilities

AUXILIARY ENTERPRISES EXPENDITURES - Includes current expenditures for services which are operated primarily for the benefit of the students, faculty, and staff and which are intended to be self-supporting.

Intercollegiate Athletics - Includes costs incurred in conducting programs in basketball, baseball, football, track and field, etc., which is not a part of the course of instruction in physical education and physical training.

Transportation - Includes all vehicles for student transportation. Include new vehicles, maintenance and repair and salary of drivers. Do not include educational and general truck and automobile expenses. These expenses are to be included in Physical Plant General Services.

Other Service Enterprises - Includes all other auxiliary enterprise activities such as cafeterias, student unions, dormitories, bookstores, etc. Each enterprise can be shown separately, if so desired.

APPENDIX XIV

APPLICATION FOR APPROVAL AS
AN AREA VOCATIONAL SCHOOL
(FOR USE BY INDEPENDENT SCHOOL DISTRICTS)

To be submitted
typewritten in
triplicate

TEXAS EDUCATION AGENCY
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
Austin, Texas

APPLICATION FOR APPROVAL AS AN AREA VOCATIONAL SCHOOL
(For use by Independent School Districts)

Applying schools must provide all information requested. To assist in the preparation of the application, references are made to provisions in "Policies Governing Approval of Public School Districts as Area Vocational Schools" established by the State Board of Education.

Name of applying Independent School District	Address

1. The geographic area proposed to be served:

   a. County or Counties ______________________

   b. Total square miles ______________________

   c. List of cooperating public school districts:

2. Vocational Education courses proposed to be offered for in-school youth who are less than 21 years of age on September 1.

Course Title	Existing Programs	New Programs	Anticipated Enrollment

(Attach additional sheets if needed)

VPD-018

3. Vocational Education courses proposed to be offered for out-of-school youth and adults utilizing the area vocational school facilities at times when they are not in use for in-school youth programs (Attach additional sheets if needed).

Course Title	Existing Programs	New Programs	Anticipated Enrollment

4. Describe specifically the plan of student counseling, guidance, and selection that will be provided for students enrolled in or to be enrolled in Vocational Education programs including the use of part-time or full-time vocational counseling and guidance personnel whose qualifications meet the requirements of the Texas Education Agency. (Include as an attachment.)

5. Describe specifically a projected five-year plan for meeting the vocational educational needs of potential students in the area or community being served. Such a plan will include the manpower needs, the number of eligible students available who desire and need the programs to be conducted and are able to benefit from such training, and the available number of eligible students in future years to justify the costs of programs to be conducted. (Include as an attachment.)

6. ADEQUATE FINANCING - In order to provide verifiable evidence on the amount of local funds available for suitable physical plant, facilities, salaries, efficient and economical initial and continuing operation of the proposed area vocational school as well as other attendant necessary costs, the school is requested to attach to this application.

   a. (Historical) balance sheet showing the present financial condition of the school district administering the area vocational school.

   b. A (Pro Forma) balance sheet which will reflect the financial condition of the area school when it begins operating indicating bonds issued for capital investment, county available funds, and other appropriate information.

   c. A copy of the resolution of the local board designating unappropriated surpluses or other available funds which will be used for the financing of the proposed vocational school program.

STATISTICAL INFORMATION ON AVAILABLE NUMBER OF STUDENTS ELIGIBLE FOR ENROLLMENT IN THE PROPOSED AREA VOCATIONAL SCHOOL PROGRAM

	Projected Student Enrollment for School Years	In Applying District	Eligible Applicants From Other District in County	Eligible Applicants From Adjoining Counties of State
a. Number of eligible youth enrolled in grades 7 thru 12.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			
b. Number of out-of-school youth less than 21 years of age who could benefit from vocational education.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			
c. (1) Number of youth having academic, socioeconomic, or other handicaps who are otherwise eligible for vocational education but who cannot succeed in regular vocational programs.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			
(2) Number of youth who are handicapped by reasons of being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who are otherwise eligible for vocational education but who can't succeed in reg. progs.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			

STATISTICAL INFORMATION ON AVAILABLE NUMBER OF STUDENTS ELIGIBLE FOR ENROLLMENT IN THE PROPOSED AREA VOCATIONAL SCHOOL PROGRAM

	Projected Student Enrollment for School Years	In Applying District	Eligible Applicants From Other District in County	Eligible Applicant From Adjoining Counties of State
d. Superior and Talented-Number of youth, grades 9-12, who need preparation for enrollment in highly skilled or technical occupations in the post-secondary level.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			
e. Estimated number of adults needing and desiring training or retraining.	1973-74			
	1974-75			
	1975-76			
	1976-77			
	1977-78			
	1978-79			

AGREEMENT

1. The applying Independent School District understands employment data available from the Texas Employment Commission is required in considering an application for approval as an area vocational school, and the school has furnished or will furnish the survey information or employment data required.

2. Enrollment and assignment of students, assignment of teachers and other staff, and use of facilities shall be without discrimination because of race, color, or national origin.

3. The area vocational school program shall be operated with the advice and counsel of an advisory committee for each vocational program offered.

4. The content of the courses of study and/or curriculum has been determined by an analysis of the job, or cluster of jobs, and has been formulated with the advice of qualified consultants on vocational education.

5. The programs are of sufficient duration to provide persons enrolled with training needed in preparation for employment or to improve their efficiency in employment.

6. A system of student counseling, guidance, and selection based upon interest, aptitudes, previous education, and work experience will be maintained.

7. Student admission standards, and any fees for materials and supplies which may be charged, will be the same for all students residing within the approved area served by the school.

8. Tuition charges, if any, shall be in accordance with and limited to the provisions set forth in "Policies Governing Approval of Public School Districts as Area Vocational Schools" established by the State Board of Education, July 12, 1965.

9. Students to be enrolled in the program will have the necessary general educational background to benefit from the instruction to be given, or such general education will be made available as a part of their total curriculum.

10. Adequate physical plant, facilities, and operating funds will be made available for conducting the area program.

11. Programs utilizing area vocational school facilities for adults shall be provided when ten or more eligible adults need and desire training or retraining to prepare them for employment available in the area served by the school or when such training or retraining is desired to increase their knowledge and skills in present employment.

12. The school accepts the responsibility for operating the program in accordance with policies of the State Board of Education.

13. The superintendent and the governing board of the above identified school agree and understand that facilities constructed, instructional equipment and conventional furniture purchased with vocational funds under the vocational acts cannot be used for any purposes other than vocational education; and if the facility, equipment, and/or conventional furniture is used for programs other than that for which they were originally approved, it will constitute a violation of the contract, and restitution must be made to the Texas Education Agency.

The ______________________________ School District certifies the above requirements have been or will be met and requests the Associate Commissioner for Occupational Education and Technology to designate it as an approved Area Vocational School.

Date of Application

__________, 19__

____
Signature, President, Board of Trustees

____
Signature, Administrative Head of Applying School

Recommended for Approval __________
Date

____
Director of Occupational Administrative Services, Texas Education Agency

Approved for State Board __________
Date

____
Associate Commissioner for Occupational Education and Technology, Texas Education Agency

APPENDIX XV

POST-SECONDARY AREA VOCATIONAL-TECHNICAL SCHOOL APPLICATION

To be submitted
in quadruplicate

TEXAS EDUCATION AGENCY
VOCATIONAL EDUCATION DIVISION
Austin, Texas

APPLICATION FOR APPROVAL AS AN AREA VOCATIONAL-TECHNICAL SCHOOL
(for use by public junior colleges, colleges, and universities)

In order to assure that instructional programs are eligible for reimbursement, the following information shall be submitted by the applying institution:

Name of School ____________________

Address ____________________

Official Administering the Area School:

____________________ ____________________
Name Title

A. INFORMATION

1. The geographic area proposed to be served: ____________________

____

____

2. In the geographical area to be served, give the approximate number of persons in the following categories:

Current high school enrollment	________
Average number high school graduates (past five years)	________
Estimated number of adults needing training or retraining	________
Estimated number of persons having academic, socio-economic, or other handicaps who cannot succeed in regular vocational programs	________

3. The proposed area school will operate as: (check one)

_____ A technical or vocational public institute used exclusively for the provision of vocational education.

_____ The department or division of a public junior college which provides or will provide vocational-technical education.

_____ The department or division of a state college or university which provides or will provide vocational-technical education.

4. Vocational-Technical Education courses to be offered:

Course Title	Existing Programs	New Programs	Anticipated Enrollment 1967-68

5. For the purpose of establishing reasonable need and ability to assure continuing success of these programs, the school will furnish the following information:

a. Give the source or sources of information used in estimating the anticipated enrollment in each program listed in item 4 above.

b. Based upon the best available data, project the total enrollment of students in your school's vocational-technical program for the next five year period:

1968-69 Year ______________ 1971-72 Year ______________

1969-70 Year ______________ 1972-73 Year ______________

1970-71 Year ______________

c. The number and types of employment opportunities in the above occupational fields available in the area served by the school. Give the method of determining; for example, Texas Employment Commission data, Texas Education Agency Occupational Surveys, etc.

B. AGREEMENT

1. Employers or managers in the occupations for which vocational or technical training will be given have been consulted regarding the need for such programs.

2. The Texas Employment Commission or other qualified agencies or groups have indicated there is available within the area an adequate source of individuals needing and desiring such training.

3. The Area program will be operated with the advice and counsel of an advisory committee appointed by the president of the college or superintendent of schools, and will be composed of representatives of employers and employees from the occupations or industries for which training is to be given.

4. The content of the courses of study and/or curriculum have been or will be determined by an analysis of the job, or cluster of jobs, and have been or will be formulated with the advice of qualified consultants on vocational education. The Texas Education Agency will be furnished with information required for approval of a specific program prior to its initiation.

5. The programs are of sufficient duration to provide persons enrolled with training needed in preparation for employment, or to improve their efficiency in employment.

6. A system of student counseling, guidance, and selection based upon interests, aptitudes, previous education and work experience will be maintained.

7. Fees charged students, if any, and student admission standards will be the same for all students so long as they reside within the area served by the school.

8. Students to be enrolled in the program will have the necessary general educational background to benefit from the instruction to be given, or such general education will be made available as a part of their total curriculum.

9. Adequate physical plant, facilities and operating funds will be made available for conducting the Area program.

10. The school accepts the responsibility for operating the program in accordance with policies of the State Board for Vocational Education.

The ________________________________ certifies that the above requirements have been or will be met, and requests the Assistant Commissioner for Vocational and Adult Education to designate it as an approved Area Vocational-Technical School.

Date of Application ______________ 19____

____
Signature of Administrative Head of the
College or University

____
Title

Recommended for Approval ______________
Date

____
Program Development Staff Member
Texas Education Agency

Approved for State Board ______________
Date

____
Assistant Commissioner for Vocational
and Adult Education

APPENDIX XVI

APPLICATION TO CONTINUE OR ESTABLISH NEW VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS

3.21-5

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology
Austin, Texas 78701

APPLICATION TO CONTINUE OR ESTABLISH NEW VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS

County ____________________
ESC Region No. ____________
County·District No. _______
Date: _____________________

Complete in Duplicate

____
Name of Applicant Organization

Address ______________ City ______________ Zip Code ______________ Phone ______________

This form is to be used for continuation of existing programs. For information regarding new or additional programs of Vocational Education for the Handicapped contact the Division of Public School Occupational Programs.

In the spaces below list the currently approved programs/activities of Vocational Education for the Handicapped which are to be continued.

Name of Vocational Subject(s) Conducted or Service(s) Provided	Name(s) of Professional Personnel	Name(s) of Aides or Secretaries	Give Number of Students Enrolled by Handicapping Condition*						
			EMR	MBI	TMR	Deaf	Blind	ED	Phy
		TOTAL:							

Date teachers will begin duty for 1974 term: Beginning Month ________________ Day ______, 1974

VERCH-001F74

Does applicant organization utilize services of vocational rehabilitation counselors?
Yes _____ No _____

How many Vocational Adjustment Coordinator units are employed by the district? _____

The school or educational institution agrees:

> To conduct the approved programs with the advice and counsel of a vocational advisory committee for the handicapped. (See page 3 of the "Guide for Public Schools in Planning Programs of Vocational Education for In-school Students.")
>
> That the vocational professional personnel and aides will participate in workshops conducted or approved for such personnel by the Texas Education Agency.
>
> To submit a Statement of Qualifications form to the Division of Public School Occupational Programs for each new individual employed in the program.
>
> To evaluate the quality and effectiveness of each program annually and to make requests for revisions and improvements as needed to assure programs which provide optimum services to the community, school, and students. This annual evaluation shall be submitted to the Division of Public School Occupational Programs on or before July 1 of each year.
>
> To maintain an occupational follow-up record of students completing the program.
>
> To maintain an inventory of equipment and/or other nonconsumable items purchased for the project.
>
> That teachers and other personnel employed in this pilot program will be paid the same salary as other employees with comparable education and experience.

I certify that all information, data, and statements in this application and attachments are true and correct and the program will be organized and conducted in accordance with the policies of the Texas Education Agency as they relate to the proposed vocational program.

Date of Application ____________________

(Signature)
Authorizing Official, Applicant Institution

____
Review Committee Recommendation (TEA)

____
Director, Public School Occupational Programs

Program: ____________________

TEA Use Only
Project No. ____________

Applicant
Organization: ____________________

Co. Dist. No. ____________

FINANCIAL PLAN

Effective Dates: __________ to __________

Column (1) Items	(2) Applicant's Budget Account No.	(3) Estimated Expenditures /1
A. Salaries and Wages /2		
B. Fringe Benefits		
C. Travel		
D. Supplies /3		
E. Teaching Aids /3		
F. Equipment /3		
G. Other Costs:		
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
TOTAL EXPENDITURES /1		
TOTAL REVENUE /1		
TEA Use Only Local Funds		
State Vocational Funds		
State's Share of Cost		%

/1 Means the amount of funds (Federal, State, local) approved by the Texas Education Agency for designated services, materials, and other items.

/2 Personnel plan is required - See Attachment I.

/3 Supply and equipment lists are required.

FINANCIAL PLAN - ATTACHMENT I

Applicant Organization: ______________________

Vocational Personnel Plan

A. Vocational Salaries and Wages: Give name and position title.	Time on Project (Check) Full Time	Time on Project (Check) Half Time	(1) Years of Teaching Experience	(2) No. of Months Employed	(3) TEA Use Only	(4) Actual Salary
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
				TOTALS	$	$

B. Travel: List by name and position title.

1.	$
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL:	$

INSTRUCTIONS FOR COMPLETING ATTACHMENTS I AND II

A. Salaries of the following categories of vocational personnel may be funded:

1. Vocational teachers for the handicapped
2. Vocational teacher aides for the handicapped

One vocational teacher for the handicapped will be allocated for 12 or more students enrolled in a vocational unit. Within funds available one teacher aide may be allocated if 16 or more handicapped students are enrolled.

- Enter on Attachment II, under A, Salaries and Wages, the name, position title and name of each vocational unit of all personnel for whom salaries from vocational funds are requested. Positions that are not filled should be indicated by entering "To be selected," followed by the position title and vocational unit name.

- Indicate the amount of time that each individual will spend on the project by checking the column either full-time or half-time.

- Complete Columns 1 and 2 with the information requested.

- When determining the salary for individuals who have acceptable work experience but no prior teaching experience, the rate should be the same as for a baccalaureate degree, zero years experience.

- In completing Column 3, the reimbursable amount should be calculated based on the following information:

  1. For Independent School Districts:

     The Minimum Foundation Salary Schedule annual rate should be used as shown on the Texas Education Agency MFP Salary Schedule for 1974-75. Transfer the total amount to Attachment I, A., Salaries and Wages, Column 3.

  2. For Independent School Districts only:

     Complete Column 4 by giving the total actual salary to be paid each individual. This includes State reimbursable amounts plus local funds.

B. Travel:

Travel may be claimed for expenses incurred by vocational personnel to attend TEA called workshops and for in-district travel as described in the approved project. All travel claimed will be in accordance with existing vocational travel regulations. Travel may be budgeted as follows:

	Full Unit	Half Unit
1. Vocational teachers for the handicapped	$440	$220
2. Vocational teacher aides for the handicapped	220	165

On Attachment II, (Personnel Plan) Part B, list the amount of travel requested for each individual by name and position.

C. and D. Supplies and Teaching Aides:

$400 per vocational unit for operation may be requested and reimbursed according to the information and instructions as stated in "Report on Expenditures for the Operation of Approved Vocational Units."

E. Equipment is approvable for new units at the time the unit is allocated.

OPERATIONAL SURVEY OF VOCATIONAL PROGRAMS FOR THE HANDICAPPED AS OF FEBRUARY 15, 1974

Name of Program ______________________________

Name of Instructor ______________________________

School District ______________________________

School Campus ______________________________

1. Number of students who enrolled this year who were enrolled in 1972-73 ________
2. Number enrolled in 1973-74 as new students ________

Total (1+2) enrollment ________

3. Number of above students who left the program during this school year ________

Balance enrolled as of February 15, 1974

4. Number in attendance on February 15, 1974 ________
5. Number enrolled on February 15 who will complete the program at the end of this school year ________
6. Number enrolled on February 15 who will likely continue in this class next year ________
7. Number of handicapped students who have been identified who will be enrolled as new students next school year ________

Total (6+7) anticipated enrollment next year

APPENDIX XVII

APPLICATION FOR VOCATIONAL UNITS IN INDUSTRIAL ARTS EDUCATION

SUBMIT IN DUPLICATE

Co.-Dist. No. __________

TEXAS EDUCATION AGENCY
Division of Public School Occupational Programs

APPLICATION FOR VOCATIONAL UNITS IN INDUSTRIAL ARTS EDUCATION
1974-75

1. __________ Name of District
2. __________ Mailing Address
3. __________ City, State, and Zip Code
4. __________ County
5. __________ Name of Contact Person
6. __________ Title of Contact Person
7. __________ Telephone Area Code & No.
8. __________ Planned Opening & Closing Dates from School Calendar

FOR TEA USE ONLY

9. Estimated Enrollment for the School System for 1974-75:

7th Grade Male __________, 7th Grade Female __________
8th Grade Male __________, 8th Grade Female __________

TOTALS: Male __________ Female __________

10. The School District assures the State Board that it will:

Plan and conduct the approved programs with the advice and counsel of a vocational advisory council.

Provide or arrange for projects in shop or laboratory programs for teaching all major units of the industrial arts program during each school year.

Assume the responsibility for developing, conducting, and providing opportunities for student participation in a local chapter of an approved youth leadership organization.

Provide equipment compatible with program objectives.

Provide vocational guidance and counseling services for students.

Provide supervision and in-service education programs for personnel.

Provide all data and information regarding programs of industrial arts requested by the Texas Education Agency.

Require the teacher(s) to participate in workshops conducted for such teachers by the Texas Education Agency.

Evaluate periodically the quality and effectiveness of each unit and make revisions and improvements as needed to assure programs which will provide students an optimum of occupational choices.

Schedule teacher(s) and students in compliance with policies on allocation of teacher units.

I certify that to the best of my knowledge all information, data, and statements in this application are true and correct.

____________________ Signature of Superintendent of Schools

__________ Date

Summary of Applications Attached

School Campus	Teacher's Name	Number Classes Daily	Number Classes Weekly	Class Period Length	No. Classes 7&8 Grades*

*Only programs operated exclusively for 7th and 8th grade students can be funded.

Information and Instructions for Completing the Program Plan for Industrial Arts for Each Campus

The purpose of this page is to establish a conceptual framework for the industrial arts programs operating on each campus and eventually to establish sequential scheduling of instructional units.

Units to be approved in middle or junior high schools to operate as vocational units must provide students with information and experiences which enable them to achieve career awareness, exploratory objectives and make meaningful occupational choices.

The instruction on the middle or junior high school must provide units of instruction leading into high school vocational programs; therefore, it is essential for the vocational director, junior high school principal, the curriculum director, and the vocational industrial arts teacher to engage in discussion to understand objectives to be achieved and the development of appropriate units of instruction called for on the second or campus page of the application.

The length of each unit of instruction may vary for different campuses depending upon facilities and teachers available. Each unit should be sufficient in length for students to acquire information and experiences adequate for each student to make preliminary occupational choices upon entry into the 10th grade. Units probably should be 45, 60, or 90 days in length, particularly at the 7th and 8th grade levels.

The conceptual framework will show the planned program for grades 7, 8, and 9 for junior high schools or 7th and 8th grade programs for middle schools; however, school systems operating middle schools may fill out the column headed 9th grade if they desire to do so to indicate program planning in preparation for unit funding in future years to include 9th grade.

Instructional unit, as called for on the conceptual framework and unit application, is used to designate a subject area to be taught for a specific number of days to each student enrolled to provide him or her with information and experiences relating to a group of related occupations and industries.

The conceptual framework in essence identifies the different instructional units students are to be rotated through at the middle or junior high school to provide career information and experience as needed to assist each student in making occupational choices, development of some basic skills, and concepts of industrial processes.

SUBMIT IN DUPLICATE

PROGRAM PLAN FOR MIDDLE SCHOOL OR JUNIOR HIGH SCHOOL INDUSTRIAL ARTS

School District ______________________ Campus ______________________

Middle School Grades 7&8 ☐ Jr. High School Grades 7, 8, & 9 ☐

Number of Industrial Arts teachers on this campus __________.

Length of class periods: __________ minutes

Students attend Industrial Arts classes __________ periods per week.

First priority for the middle school or junior high school Industrial Arts program is to provide students with information and experiences which will enable them to achieve their career awareness and exploration objectives and make meaningful occupational choices.

PLANNED INSTRUCTION FOR PARTICIPATING STUDENTS

Number of Days Each Student Will Participate Per Unit			
INSTRUCTIONAL UNIT	7TH GRADE	8TH GRADE	9TH GRADE
Woodworking			
Metalworking			
Drafting			
Electricity			
Power Mechanics			
Construction			
Industrial Plastics			
Printing			
TOTAL DAYS/YEAR*			

*Not to exceed number of days in a school year.

NOTE: If other units of instruction are offered, list in space provided.

SUBMIT IN DUPLICATE

3.21-6

Co.-Dist. No. ______________

INDUSTRIAL ARTS UNIT APPLICATION

1. Name of School Campus ____

2. Room Number or Name ____

3. 1973-74 Allocation: Full Unit ☐ 3/4 Unit ☐ 1/2 Unit ☐

4. Average eligible membership from 1973-74 in 7th and 8th grade classes which were included in the allocation; Membership on the 20th day ______; 40th day ______; 60th day ______; 80th day ______; 100th day ______; 120th day ______. Average membership _______.

5. This application includes:
   A. Request for expansion of existing fractional units. Yes ☐ No ☐

   B. Request for initial allocation of unit. Yes ☐ No ☐
   NOTE: SCHOOLS OPERATING 1973-74 PILOT UNITS ARE NOT ELIGIBLE FOR NEW UNITS.

NOTE: A line drawing showing the arrangement and dimensions of floor plans of the facility must be attached for each teaching unit requested unless previously submitted.

6. Proposed utilization of facility during first quarter/semester of 1974-75:

7TH GRADE		8TH GRADE		9TH GRADE	
Instructional Units	Days of Instruction	Instructional Units	Days of Instruction	Instructional Units	Days of Instruction
Total Days:		Total Days:		Total Days:	

7. Name of Teacher, if employed ____

8. Teacher's Certificate Number ____

9. Number of months teacher is to be employed ____________. Dates of employment: (from day and month) _____________, 19____ to ___________________,19____.

10. Teachers Daily Schedule

Period	Time of Period		Assignment of Classes and Other Duties	Estimated Student Enrollment					
				7th Grade		8th Grade		9th Grade	
	From	To		M	F	M	F	M	F
			TOTALS:						

Please place an asterick in the left margin of the teachers schedule to indicate class or classes conducted in a facility other than the one shown in 2 above.

Also attach a line drawing and list of major equipment for the additional facility if the class is to be considered for funding as a part of this unit application.

11. Length of daily class periods ________________ minutes.

12. Will same students be enrolled for the full school year with the above teacher:
7th Grade: Yes ☐ No ☐ 8th Grade: Yes ☐ No ☐ 9th Grade: Yes ☐ No ☐

13. Will students be assigned to other industrial arts teachers at the end of the 1st or 2nd quarter or 1st semester: 7th Grade: Yes ☐ No ☐ 8th Grade: Yes ☐ No ☐
9th Grade: Yes ☐ No ☐

14. If students are rotated out of this teacher's classes and replaced by a different group of students at the end of the 1st or 2nd quarter or 1st semester, will the teacher's daily class schedule remain the same for the entire school year? Yes ☐ No ☐

15. If the answer to 14. above is "No," will the teacher have the same number of eligible 7th and 8th grade classes for each quarter or semester during the entire school year? Yes ☐ No ☐

Note: A reduction in the number of eligible 7th and 8th grade daily classes for the 2nd and/or 3rd quarter or the 2nd semester will result in a reduction of the unit allocation. It will also require enrollment reports for each quarter or semester.

16. Only 7th and 8th grade classes can be funded; 9th grade students are not to be enrolled in 7th and 8th grade classes.

17. It is understood that program standards and curriculum changes may be necessary to strengthen the vocational and career awareness objectives to comply with provisions of the State Plan for Vocational Education.

Date ________________ Signature of Principal ________________________________

FOR USE BY TEXAS EDUCATION AGENCY ONLY

Recommended for Approval: Yes ☐ No ☐ ________________________________
Signature of State Director

No. Daily Class Periods: 7th Grade _____ 8th Grade _____ Combined 7th & 8th _____

No. of Daily Class Periods Teacher is Assigned to other Classes or Activities _____

APPENDIX XVIII

TEXAS ECONOMIC INDEX

EXPLANATION OF ECONOMIC INDEX DATA

Column One (1) of the attached sheets gives the actual economic index for 1973-74.

Column Two (2) is the 1974-75 index, for each county as computed on data based on the three-year average, subject to adoption by the State Board of Education.

Columns Three and Four (3) and (4) show the actual percents of increase or decrease in the index over the index for 1973-74. These increases and/or decreases are related to the actual index and are not dollar increases or decreases.

Column Five (5) gives the local fund assignment for each county for 1973-74 based on a State assignment of $281,300,000.

Column Six (6) gives the tentative local assignment for 1974-75 in dollars for each county based on a total assignment of $296,900,000. If you desire to confirm the figures in this column, you may do so by multiplying $296,900,000 by the index for particular counties. Please understand that $296,900,000 is used for comparison purposes. The tentative State total local fund assignment of $296,900,000 for the 1974-75 school year is subject to approval by the State Board of Education in its March meeting according to law.

Some individual district assignments are subject to adjustment for special provisions of the Minimum Foundation Program Act.

If a particular district desires to determine its approximate assignment for 1974-75, it may do so by using the following procedures: (1) Determine the percent of the total county tax valuation that lies within the individual district, then (2) apply this percent to the county assignment.

EXAMPLE:	Total County Valuation	$100,000,000
	County Local Fund Assignment	500,000
	Amount of County Valuation in District	25,000,000
	District Local Fund Assignment (25% of $500,000)	125,000

COMPARISON OF ECONOMIC INDEXES AND LOCAL FUND ASSIGNMENTS

1973-74 and 1974-75

County	(1) Economic Index 1973-74	(2) Economic Index 1974-75	(3) Percentage of Change in Index Increase	(4) Percentage of Change in Index Decrease	(5) Local Fund Assignments 1973-74 ($281,300,000)	(6) Local Fund Assignments 1974-75 ($296,900,000)
Anderson	.228	.224		1.8	641,364	665,056
Andrews	.775	.700		9.7	2,180,075	2,078,300
Angelina	.400	.391		2.3	1,125,200	1,160,879
Aransas	.092	.090		2.2	258,796	267,210
Archer	.095	.087		8.4	267,235	258,303
Armstrong	.021	.022	4.8		59,073	65,318
Atascosa	.145	.138		4.8	407,885	409,722
Austin	.099	.104	5.1		278,487	308,776
Bailey	.066	.064		3.0	185,658	190,016
Bandera	.023	.020		13.0	64,699	59,380
Bastrop	.074	.072		2.7	208,162	213,768
Baylor	.038	.038			106,894	112,822
Bee	.132	.128		3.0	371,316	380,032
Bell	.430	.480	11.6		1,209,590	1,425,120
Bexar	3.521	3.682	4.6		9,904,573	10,931,858
Blanco	.023	.022		4.4	64,699	65,318
Borden	.102	.097		4.9	286,926	287,993
Bosque	.053	.057	7.6		149,089	169,233
Bowie	.270	.273	1.1		759,510	810,537
Brazoria	2.094	2.013		3.9	5,890,422	5,976,597
Brazos	.221	.235	6.3		621,673	697,715
Brewster	.036	.036			101,268	106,884
Briscoe	.026	.026			73,138	77,194
Brooks	.223	.216		3.1	627,299	641,304
Brown	.156	.160	2.6		438,828	475,040
Burleson	.047	.052	10.6		132,211	154,388
Burnet	.056	.058	3.6		157,528	172,202
Caldwell	.086	.089	3.5		241,918	264,241
Calhoun	.433	.396		8.5	1,218,029	1,175,724
Callahan	.045	.042		6.7	126,585	124,698
Cameron	.602	.609	1.2		1,693,426	1,808,121
Camp	.048	.050	4.2		135,024	148,450
Carson	.152	.147		3.3	427,576	436,443
Cass	.131	.128		2.3	368,503	380,032
Castro	.137	.133		2.9	385,381	394,877
Chambers	.422	.433	2.6		1,187,086	1,285,577
Cherokee	.177	.188	6.2		497,901	558,172
Childress	.036	.037	2.8		101,268	109,853
Clay	.079	.075		5.1	222,227	222,675
Cochran	.160	.147		8.1	450,080	436,443
Coke	.086	.080		7.0	241,918	237,520
Coleman	.059	.056		5.1	165,967	166,264
Collin	.245	.259	5.7		689,185	768,971

County	Economic Index		Percentage of Change in Index		Local Fund Assignments	
	1973-74	1974-75	Increase	Decrease	1973-74 ($281,300,000)	1974-75 ($296,900,000
Collingsworth	.037	.036		2.7	104,081	106,884
Colorado	.255	.245		3.9	717,315	727,405
Comal	.142	.145	2.1		399,446	430,505
Comanche	.089	.091	2.2		250,357	270,179
Concho	.030	.029		3.3	84,390	86,101
Cooke	.223	.227	1.8		627,299	673,963
Coryell	.057	.061	7.0		160,341	181,109
Cottle	.021	.024	14.3		59,073	71,256
Crane	.568	.535		5.8	1,597,784	1,588,415
Crockett	.183	.184	.5		514,779	546,296
Crosby	.069	.070	1.4		194,097	207,830
Culberson	.056	.068	21.4		157,528	201,892
Dallam	.063	.060		4.8	177,219	178,140
Dallas	14.348	14.486	1.0		40,360,924	43,008,934
Dawson	.203	.194		4.4	571,039	575,986
Deaf Smith	.230	.224		2.6	646,990	665,056
Delta	.019	.020	5.3		53,447	59,380
Denton	.292	.312	6.8		821,396	926,328
DeWitt	.125	.122		2.4	351,625	362,218
Dickens	.032	.029		9.4	90,016	86,101
Dimmit	.064	.086	34.4		180,032	255,334
Donley	.021	.020		4.8	59,073	59,380
Duval	.202	.193		4.5	568,226	573,017
Eastland	.095	.097	2.1		267,235	287,993
Ector	1.489	1.466		1.5	4,188,557	4,352,554
Edwards	.023	.022		4.3	64,699	65,318
Ellis	.320	.322	.6		900,160	956,018
El Paso	1.623	1.698	4.6		4,565,499	5,041,362
Erath	.100	.099		1.0	281,300	293,931
Falls	.075	.074		1.3	210,975	219,706
Fannin	.126	.123		2.4	354,438	365,187
Fayette	.097	.096		1.0	272,861	285,024
Fisher	.120	.128	6.7		337,560	380,032
Floyd	.101	.096		5.0	284,113	285,024
Foard	.018	.018			50,634	53,442
Fort Bend	.494	.537	8.7		1,389,622	1,594,353
Franklin	.085	.087	2.4		239,105	258,303
Freestone	.077	.083	7.8		216,601	246,427
Frio	.078	.081	3.8		219,414	240,489
Gaines	.639	.636		.5	1,797,507	1,888,284
Galveston	1.853	1.777		4.1	5,212,489	5,275,913
Garza	.077	.074		3.9	216,601	219,706
Gillespie	.063	.066	4.8		177,219	195,954

County	Economic Index 1973-74	Economic Index 1974-75	Percentage of Change in Index: Increase	Percentage of Change in Index: Decrease	Local Fund Assignments 1973-74 ($281,300,000)	Local Fund Assignments 1974-75 ($296,900,000)
Glasscock	.066	.054		18.2	185,658	160,326
Goliad	.063	.059		6.3	177,219	175,171
Gonzales	.156	.155		.6	438,828	460,195
Gray	.337	.334		.9	947,981	991,646
Grayson	.625	.616		1.4	1,758,125	1,828,904
Gregg	1.086	1.095	.8		3,054,918	3,251,055
Grimes	.069	.071	2.9		194,097	210,799
Guadalupe	.154	.154			433,202	457,226
Hale	.307	.311	1.3		863,591	923,359
Hall	.037	.039	5.4		104,081	115,791
Hamilton	.051	.050		2.0	143,463	148,450
Hansford	.141	.135		4.3	396,633	400,815
Hardeman	.059	.056		5.1	165,967	166,264
Hardin	.183	.180		1.6	514,779	534,420
Harris	18.288	18.604	1.7		51,444,144	55,235,276
Harrison	.651	.566		13.1	1,831,263	1,680,454
Hartley	.042	.043	2.4		118,146	127,667
Haskell	.070	.075	7.1		196,910	222,675
Hays	.097	.098	1.0		272,861	290,962
Hemphill	.075	.094	25.3		210,975	279,086
Henderson	.198	.230	16.2		556,974	682,870
Hidalgo	.817	.839	2.7		2,298,221	2,490,991
Hill	.128	.137	7.0		360,064	406,753
Hockley	.342	.383	12.0		962,046	1,137,127
Hood	.027	.030	11.1		75,951	89,070
Hopkins	.207	.217	4.8		582,291	644,273
Houston	.107	.109	1.9		300,991	323,621
Howard	.383	.363		5.2	1,077,379	1,077,747
Hudspeth	.028	.029	3.6		78,764	86,101
Hunt	.326	.307		5.8	917,038	911,483
Hutchinson	.491	.485		1.2	1,381,183	1,439,965
Irion	.026	.026			73,138	77,194
Jack	.083	.072		13.3	233,479	213,768
Jackson	.385	.357		7.3	1,[illegible]3,005	1,059,933
Jasper	.150	.144		4.0	421,950	427,536
Jeff Davis	.013	.014	7.7		36,569	41,566
Jefferson	3.659	3.400		7.1	10,292,767	10,094,600
Jim Hogg	.085	.071		16.5	239,105	210,799
Jim Wells	.349	.339		2.9	981,737	1,006,491
Johnson	.170	.178	4.7		478,210	528,482
Jones	.102	.098		3.9	286,926	290,962
Karnes	.136	.135		.7	382,568	400,815
Kaufman	.126	.128	1.6		354,438	380,032

BEST COPY AVAILABLE

County	Economic Index 1973-74	Economic Index 1974-75	Percentage of Change in Index Increase	Percentage of Change in Index Decrease	Local Fund Assignments 1973-74 ($281,300,000)	Local Fund Assignments 1974-75 ($296,900,000)
Kendall	.026	.028	7.7		73,138	83,132
Kenedy	.089	.086		3.4	250,357	255,334
Kent	.203	.194		4.4	571,039	575,986
Kerr	.075	.071		5.3	210,975	210,799
Kimble	.025	.025			70,325	74,225
King	.026	.027	3.8		73,138	80,163
Kinney	.019	.018		5.3	53,447	53,442
Kleberg	.652	.615		5.7	1,834,076	1,825,935
Knox	.049	.045		8.2	137,837	133,605
Lamar	.251	.261	4.0		706,063	774,909
Lamb	.141	.137		2.8	396,633	406,753
Lampasas	.035	.037	5.7		98,455	109,853
La Salle	.040	.043	7.5		112,520	127,667
Lavaca	.103	.101		1.9	289,739	299,869
Lee	.044	.046	4.5		123,772	136,574
Leon	.054	.055	1.9		151,902	163,295
Liberty	.256	.237		7.4	720,128	703,653
Limestone	.089	.083		6.7	250,357	246,427
Lipscomb	.076	.071		6.6	213,788	210,799
Live Oak	.102	.091		10.8	286,926	270,179
Llano	.036	.039	8.3		101,268	115,791
Loving	.022	.018		18.2	61,886	53,442
Lubbock	1.043	1.051	.8		2,933,959	3,120,419
Lynn	.067	.059		11.9	188,471	175,171
Madison	.049	.048		2.0	137,837	142,512
Marion	.042	.040		4.8	118,146	118,760
Martin	.086	.112	30.2		241,918	332,528
Mason	.033	.034	3.0		92,829	100,946
Matagorda	.379	.339		10.6	1,066,127	1,006,491
Maverick	.075	.080	6.7		210,975	237,520
McCulloch	.057	.047		17.5	160,341	139,543
McLennan	.964	.977	1.3		2,711,732	2,900,713
McMullen	.050	.049		2.0	140,650	145,481
Medina	.088	.087		1.1	247,544	258,303
Menard	.019	.019			53,447	56,411
Midland	.462	.479	3.7		1,299,606	1,422,151
Milam	.205	.203		1.0	576,665	602,707
Mills	.027	.027			75,951	80,163
Mitchell	.100	.097		3.0	281,300	287,993
Montague	.107	.104		2.8	300,991	308,776
Montgomery	.358	.399	11.5		1,007,054	1,184,631
Moore	.369	.337		8.7	1,037,997	1,000,553
Morris	.245	.229		6.5	689,185	679,901

County	Economic Index 1973-74	Economic Index 1974-75	Percentage of Change in Index: Increase	Percentage of Change in Index: Decrease	Local Fund Assignments 1973-74 ($281,300,000)	Local Fund Assignments 1974-75 ($296,900,000)
Motley	.025	.024		4.0	70,325	71,256
Nacogdoches	.244	.245	.4		686,372	727,405
Navarro	.200	.203	1.5		562,600	602,707
Newton	.044	.043		2.3	123,772	127,667
Nolan	.186	.190	2.1		523,218	564,110
Nueces	1.848	1.806		2.3	5,198,424	5,362,014
Ochiltree	.175	.172		1.7	492,275	510,668
Oldham	.030	.033	10.0		84,390	97,977
Orange	.856	.815		4.8	2,407,928	2,419,735
Palo Pinto	.194	.169		12.9	545,722	501,761
Panola	.178	.163		8.4	500,714	483,947
Parker	.114	.112		1.8	320,682	332,528
Parmer	.155	.150		3.2	436,015	445,350
Pecos	.588	.630	7.1		1,654,044	1,870,470
Polk	.085	.087	2.4		239,105	258,303
Potter	.815	.838	2.8		2,292,595	2,488,022
Presidio	.029	.029			81,577	86,101
Rains	.018	.019	5.6		50,634	56,411
Randall	.137	.139	1.5		385,381	412,691
Reagan	.117	.119	1.7		329,121	353,311
Real	.007	.007			19,691	20,783
Red River	.066	.068	3.0		185,658	201,892
Reeves	.198	.207	4.5		556,974	614,583
Refugio	.442	.444	.5		1,243,346	1,318,236
Roberts	.045	.043		4.4	126,585	127,667
Robertson	.066	.072	9.1		185,658	213,768
Rockwall	.039	.039			109,707	115,791
Runnels	.092	.090		2.2	258,796	267,210
Rusk	.282	.300	6.4		793,266	890,700
Sabine	.044	.043		2.3	123,772	127,667
San Augustine	.035	.036	2.9		98,455	106,884
San Jacinto	.020	.020			56,260	59,380
San Patricio	.470	.440		6.4	1,322,110	1,306,360
San Saba	.038	.040	5.3		106,894	118,760
Schleicher	.055	.052		5.5	154,715	154,388
Scurry	.750	.847	12.9		2,109,750	2,514,743
Shackelford	.059	.056		5.1	165,967	166,264
Shelby	.135	.129		4.4	379,755	383,001
Sherman	.100	.097		3.0	281,300	287,993
Smith	.771	.790	2.5		2,168,823	2,345,510
Somervell	.007	.007			19,691	20,783
Starr	.185	.185			520,405	549,265
Stephens	.072	.071		1.4	202,536	210,799

County	Economic Index		Percentage of Change in Index		Local Fund Assignments	
	1973-74	1974-75	Increase	Decrease	1973-74 ($281,300,000)	1974-75 ($296,900,000)
Sterling	.035	.030		14.3	98,455	89,070
Stonewall	.080	.075		6.3	225,040	222,675
Sutton	.033	.032		3.0	92,829	95,008
Swisher	.108	.104		3.7	303,804	308,776
Tarrant	6.214	5.934		4.5	17,479,982	17,618,046
Taylor	.491	.489		.4	1,381,183	1,451,841
Terrell	.030	.029		3.3	84,390	86,101
Terry	.193	.184		4.7	542,909	546,296
Throckmorton	.037	.036		2.7	104,081	106,884
Titus	.116	.115		.9	326,308	341,435
Tom Green	.359	.379	5.6		1,009,867	1,125,251
Travis	1.511	1.641	8.6		4,250,443	4,872,129
Trinity	.026	.025		3.8	73,138	74,225
Tyler	.057	.055		3.5	160,341	163,295
Upshur	.086	.086			241,918	255,334
Upton	.231	.191		17.3	649,803	567,079
Uvalde	.103	.110	6.8		289,739	326,590
Val Verde	.077	.072		6.5	216,601	213,768
Van Zandt	.253	.257	1.6		711,689	763,033
Victoria	.464	.447		3.7	1,305,232	1,327,143
Walker	.072	.082	13.9		202,536	243,458
Waller	.250	.264	5.6		703,250	783,816
Ward	.287	.302	5.2		807,331	896,638
Washington	.099	.103	4.0		278,487	305,807
Webb	.286	.288	.7		804,518	855,072
Wharton	.368	.366		.5	1,035,184	1,086,654
Wheeler	.066	.063		4.5	185,658	187,047
Wichita	.574	.565		1.6	1,614,662	1,677,485
Wilbarger	.125	.121		3.2	351,625	359,249
Willacy	.166	.157		5.4	466,958	466,133
Williamson	.160	.167	4.4		450,080	495,823
Wilson	.069	.068		1.4	194,097	201,892
Winkler	.340	.313		7.9	956,420	929,297
Wise	.223	.222		.4	627,299	659,118
Wood	.407	.447	9.8		1,144,891	1,327,143
Yoakum	.411	.471	14.6		1,156,143	1,398,399
Young	.109	.108		.9	306,617	320,652
Zapata	.034	.034			95,642	100,946
Zavala	.075	.079	5.3		210,975	234,551

DESCRIPTION OF DATA USED IN COMPUTING THE ECONOMIC INDEX FOR 1974-75

Data used in computing the three-year average index are as follows:

1. Assessed Valuation
   Property assessed for taxation as shown by tax rolls taken from Part II of the Annual Report of the Comptroller of Public Accounts for the State of Texas, for the years 1970, 1971, and 1972. For purposes of computing the economic index, the following items were deducted from the total county assessed valuation:

   a. Rolling stock.
   b. Intangible value of railroads, pipelines, and trucks and buses.

2. Scholastic Population
   Scholastic Population of the county was taken from records on file in the Texas Education Agency for 1971, 1972, and 1973.

3. Income Total

   a. Manufactures
   The total value added by manufactures was furnished by the United States Department of Commerce, Bureau of Census in the Annual Survey of Manufactures report by designated categories. These values were used in allocating to the individual counties of the State their pro rata share of the value added by manufactures. Manufacturing was broken into the following categories:

(1.) Code 19.	Ordnance and Accessories
(2.) Code 20.	Food and Kindred Products
(3.) Code 22.	Textile Mill Products
(4.) Code 23.	Apparel and Related Products
(5.) Code 24.	Lumber and Wood Products
(6.) Code 25.	Furniture and Fixtures
(7.) Code 26.	Paper and Allied Products
(8.) Code 27.	Printing and Publishing
(9.) Code 28.	Chemicals and Allied Products
(10.) Code 29.	Petroleum and Coal Products
(11.) Code 30.	Rubber and Miscellaneous Plastic Products
(12.) Code 32.	Stone, Clay and Glass Products
(13.) Code 33.	Primary Metal Industries
(14.) Code 34.	Fabricated Metal Products
(15.) Code 35.	Machinery, except Electrical
(16.) Code 36.	Electrical Equipment and Supplies
(17.) Code 37.	Transportation Equipment
(18.) Code 39.	Miscellaneous Manufacturing Industries

Payroll reports by counties to the Texas Employment Commission for the first quarters of 1970, 1971, and 1972 were used to spread back the value added by manufacture in the eighteen categories listed to the various counties for the years 1969, 1970, and 1971 respectively.

b. Minerals
The total value of Crude Oil, Gas and Minor Minerals was furnished by the Bureau of Mines for the Calendar years 1970, 1971, and 1972.

c. Agriculture
The value of agricultural products was furnished by the United States Department of Agriculture - Statistical Reporting Service, Texas Crop and Livestock Reporting Service, Austin, Texas. For the years 1970, 1971, and 1972 values of all crops and livestock were furnished by county and district. Cash receipts for livestock and livestock products were adjusted according to House Bill No. 23, Acts of the 61st Legislature for these years.

d. Payrolls
State total value added by payrolls of wholesale, retail and service establishments was furnished by the Texas Employment Commission for the period July 1, 1970, to June 30, 1973. Distribution of State totals to individual counties for the first year of the three-year period was made on the basis of county reports submitted to the Employment Commission for the first quarter of 1971. (The percent that the county payroll was of the total State payroll for that period). The State total for the second year of the three-year period was distributed to individual counties on the basis of the county reports submitted to the Employment Commission for the first quarter of 1972. The State total for the third year of the three-year period was distributed to individual counties on the basis of county reports submitted to the Employment Commission for the first quarter of 1973.

The following Texas Employment Commission industry classifications were excluded from the total payrolls as compiled by the Employment Commission:

(1.) Code 01.	Farms
(2.) Code 07.	Agricultural Services and Hunting and Trapping
(3.) Code 08-09.	Forestry and Fisheries
(4.) Code 10.	Metal Mining
(5.) Code 12-13.	Coal and Lignite - Crude Petroleum and Natural Gas Extraction
(6.) Code 14.	Mining and Quarrying of Non-Metallic Minerals, except fuels
(7.) Code 19-39.	Manufacturing

APPENDIX XIX

GUIDELINES FOR PREPARATION OF RESEARCH PROPOSALS

GUIDELINES FOR PREPARATION
OF
RESEARCH PROPOSALS

DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

TEXAS EDUCATION AGENCY
201 East Eleventh Street
Austin, Texas 78701

July 1974

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

PREFACE

The Division of Occupational Research and Development is a part of the Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas. One of the major responsibilities of the Division is the coordination of research and developmental projects in occupational education. The major functions of the Division within this area of responsibility are:

- Identification of areas of need and the establishment of priorities.
- Stimulation of interest in research, developmental, and exemplary projects.
- Facilitation of projects by providing technical advice and consultative services to agencies and institutions.
- Assistance to agencies and institutions in obtaining funds from various sources to support eligible projects.
- Development and refinement of criteria for use in project approval and evaluation.
- Comprehensive review and coordination of projects to preclude duplication of effort.
- Establishment and maintenance of close working relationships with project proposal review committees.
- Collection, cataloguing, preparation for publication, and dissemination of the results of projects.
- Participation in divisional, departmental, agency, and interagency planning activities related to research and developmental projects in occupational education.

The purpose of this publication is to provide guidelines for the preparation of proposals for research and developmental projects which may be supported with funds available under Public Law 90-576 (The Vocational Education Amendments of 1968). These guidelines supplement the general provisions for the submission of research proposals set forth in Section 5.0, Part I, of the Texas State Plan for Vocational Education.

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INTRODUCTION

The Division of Occupational Research and Development seeks to improve occupational education through support of research and developmental projects originated and developed by public schools, colleges, universities, and other public and private organizations. To be eligible for support through the Division, research and research related projects proposed by applicants must (1) show promise of improving occupational education, (2) have general (not purely local) applicability, and (3) be directed toward communicable results.

Research related activities eligible for support may involve a variety of developmental projects such as the determination of priority needs in occupational education; the design, testing and evaluation of instructional programs, materials and curricula; and followup studies of various aspects of the total program of occupational education.

Originators of ideas for research projects in occupational education are encouraged to contact the Division of Occupational Research and Development for consultation and assistance in the translation of their ideas into specific research proposals. The Division will assist in the identification of research problems, the selection of research designs, the preparation of research proposals, the submission of proposals to funding sources, the preparation of contracts, and the initiation and coordination of approved projects.

THE PROPOSAL DOCUMENT

The proposal document is a communication instrument which will be evaluated by the staff of the Division of Occupational Research and Development and other reviewers selected for their expertise, experience, and general knowledge of the proposed area of research. The proposal will usually be the only contact the reviewers will have with the initiator and his ideas, so the document must stand on its own merits. If it does not convey the initiator's ideas, the reviewers cannot assume meaning or intent. Before submitting a proposal, the initiator should be certain that it communicates and meets all the requirements set forth in these guidelines.

The following suggestions will be useful in the development of proposals:

- Tie the relevant literature to the proposed objectives. The review of the literature does not have to be exhaustive but should include reference to related studies, if any, and show an awareness of current practices in the proposed area of investigation.
- Focus the proposed project on a clearly identifiable, manageable problem. Avoid complex research questions that may be beyond the scope of a single project.
- Use direct language. State the problem, the proposed solution, and the proposed application of the findings in "plain English". Avoid jargon.
- Outline the proposed methods, procedures, activities, and the expected outcomes carefully and systematically.
- Be sure the proposed project has an integrity in and by itself. Although the project may involve a feasibility study, a pilot-demonstration project, or other investigation with direct implications for further developmental activity, it must produce an end product which reflects the accomplishment of specific objectives set forth in the proposal document.

After the proposal is written, read it carefully to ensure that it clearly identifies a problem within the purview of research and development in occupational education and describes procedures for the accomplishment of clearly defined objectives which will lead toward the solution of the problem.

THE PROPOSAL FORMAT

The proposal document must include a standard cover page, a one-page abstract, and a well developed proposal section including (1) identification of the problem which justifies the initiation of the proposed project, (2) the specific objectives to be accomplished during the project, (3) the specific procedures to be employed in the accomplishment of the objectives, (4) the specific results to be produced, (5) the proposed use to be made of the findings, (6) the identification and qualifications of the project director and key personnel involved in the project, (7) a description of the facilities and equipment required, and (8) a budget and personnel plan providing an estimate of the expenditures required to accomplish the objectives of the proposed project.

1. The cover page is the first page of the proposal document and should be prepared in the format shown in Appendix I. The cover page must be signed by the official committing the applicant organization to the proposed project and by the official who has authority to negotiate contracts for the applicant organization.

2. The abstract is the second page of the proposal document and should be limited to a single page. It identifies the proposal and summarizes the contents in terms of the problem, objectives, procedures, results to be produced and proposed utilization of findings. The abstract should give a clear, succinct summary of the proposed research and should be written in language understandable to an informed layman. The format for the abstract is shown in Appendix II.

3. The body of the proposal should clearly and concisely describe the overall plan for the project and must include, as a minimum, the following sections:

   Statement of the problem: This section identifies the problem in occupational education which justifies the proposed project. It tells why the research should be undertaken and provides a sound rationale for the establishment of the objectives and the development of activities and procedures to accomplish the objectives. This section includes a review of literature directly related to the problem and describes the results of related research.

   Objectives: This section tells what is to be accomplished as a result of the proposed project. It describes the planned specific outcomes which are expected to contribute to the solution of the stated problem.

   Methodology: This section describes the methods and procedures to be employed in the proposed project and describes the specific activities which must be carried out in order to accomplish the objectives. A time schedule, including the proposed beginning and ending dates for the project and the planned sequence of events and activities, is provided in this section.

   Note: There should be a clear distinction between objectives and activities. Example: In a project specifically designed to determine student interest in occupational education, the determination of student interest is the objective. The administration of a questionnaire which is expected to reveal student interest is an activity.

Specific results to be produced: This section tells how the results of the proposed project are to be organized, reported and disseminated. It describes the final product to be developed and provides assurance that the applicant organization will furnish the Division of Occupational Research and Development 100 copies of a comprehensive final report describing the objectives which were established for the project, the methods which were used to accomplish the objectives, the specific results achieved, and the conclusions and implications derived from the achieved results.

Use to be made of the findings: This section tells how the results of the proposed project can be expected to contribute to the improvement of occupational education and describes the anticipated use to be made of the findings. The proposal initiator's plans and recommendations for dissemination and utilization of the findings are included in this section.

4. Personnel: This section identifies the key personnel who will be responsible for carrying out the proposed project. The name, title, position, educational background and significant occupational experience of each key person must be provided. A formal vita or resumé is not required but may be submitted as an attachment to the proposal.

5. Facilities, equipment, materials, and supplies: This section provides a description of the facilities, equipment, materials and supplies that will be required to ensure successful completion of the proposed budget. If expenditures for any of these purposes are to be included in the budget for the project, full justification must be provided. (Expenditures may be authorized for purchase of materials and supplies and for leasing or rental of facilities and equipment.)

6. Budget and personnel plan: The budget and personnel plan for the proposed project must be prepared in accordance with the instructions provided in Appendix III and Appendix IV.

   Note: When a project is to be in operation during more than one Federal fiscal year (July 1 through June 30), a separate budget and personnel plan must be prepared for each year in which the project will occur. For example, a project beginning March 1 and ending August 31 would require two budgets; one budget for the period March 1 through June 30, and a second budget for the period July 1 through August 31.

APPENDED ITEMS

Other information: Provide a brief statement about each of the following: (a) If this or a similar proposal has been submitted elsewhere, give details. (b) If this is a proposed extension of, or addition to, a previous or current project, identify the funding agency and give the grant or contract number.

Report of other projects: If any of the principal personnel are involved in a current or uncompleted research project funded by the U. S. Office of Education or other agency, an appended statement should indicate the status of the project, the amount of time devoted to it, and the relationships between the current and proposed projects. If any of the personnel have completed research or development projects related to the current proposal, summarize them briefly.

Agreement with cooperating agencies: Where agreements with school districts or other cooperating agencies are a factor, copies should be appended.

Data collection instruments: When an applicant plans to use a published or unpublished instrument (e.g., a questionnaire or interview guide) in the study, the proposal document should include a copy or, if the instrument is still to be developed, a page of sample items and an outline of the complete instrument.

> Prior approval: Clearance prior to administration is required for all tests, questionnaires, inventories, interview schedules or guides, rating scales, and survey plans used to collect information on identical items from ten or more individuals or organizations.
>
> The clearance process requires submission of a copy of each instrument with each copy of the proposal document. Exceptions: Copies need not be submitted of instruments which deal solely with cognitive functions or technical proficiency (e.g., scholastic aptitude, school achievement, vocational proficiency); routine demographic information (e.g., age, sex, race, residence, school attendance); or routine institutional information.

Other items: If necessary, other items may be added, but appended items cannot carry the burden of the request for support.

SUBMISSION OF PROPOSALS

Proposals should be typed on one side of standard size paper and stapled in the upper left corner. A cover (other than the required cover page) is not necessary.

Ten copies of the complete proposal document are required by the Division of Occupational Research and Development. Each copy must include the signed cover page, abstract, budget, personnel plan, and appended items. Five extra copies of the abstract are also required. The proposal document is self-explanatory and does not need to be accompanied by a letter of transmittal or other correspondence.

Proposals prepared in accordance with these guidelines will be accepted and reviewed at any time. Initiators may expect to receive notice of the action taken on their proposals within three weeks from the date of receipt by the Division of Occupational Research and Development. In the case of approved proposals, initiators will also be provided additional instructions concerning contract requirements and other detailed matters concerning the funding and development of the proposed project.

Proposals and all correspondence concerning proposals should be addressed to:

Director
Division of Occupational
Research and Development
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

REVIEW OF PROPOSALS

Proposals will be reviewed by the staff of the Division of Occupational Research and Development and a review panel of other qualified persons. Review panel participants will be selected on an ad hoc basis and may include representatives from (1) the membership and staff of The Advisory Council for Technical-Vocational Education in Texas, (2) the membership and staff of the Coordinating Board, Texas College and University System, (3) the faculties and staff of colleges, universities and secondary schools, (4) the professional staff of the various departments of the Texas Education Agency, and (5) other public and private organizations.

Each proposal evaluated by the review panel will be carefully reviewed in terms of such pertinent factors as (1) relevance to priority areas in occupational education as specified in the Texas State Plan for Vocational Education, (2) qualifications of personnel designated to carry out the project, (3) adequacy of facilities, (4) reasonableness of cost estimates, and (5) the probability of the utilization of the results of the proposed project in occupational education programs.

ACTION ON PROPOSALS

Action will be taken on each proposal as soon as practicable after receipt by the Division of Occupational Research and Development. Reviewers will be requested to return their written review and recommendations to the Division within ten days after receipt of the proposal file. The recommendations of the review panel will be assembled by the Division and presented to the Associate Commissioner for Occupational Education and Technology who will, as authorized by the State Board, either (1) approve the proposal in whole or in part, (2) disapprove the proposal, or (3) defer action on the proposal for such reasons as lack of funds or a need for further evaluation. Each applicant will be notified in writing of the action on the proposal. Letters of notification to initiators of approved proposals will provide additional instructions concerning the required contractual agreement and other procedural matters.

Note: As set forth in Public Law 90-576 and the Texas State Plan for Vocational Education, not more than 90% of the costs of approved projects may be financed with funds available through the Division of Occupational Research and Development. Initiators of proposals must be prepared to pay at least 10% of total project costs with funds from local sources.

APPLICANT'S REPORTING REQUIREMENTS

A brief report describing the progress of each approved project must be submitted to the Division of Occupational Research and Development at the close of each calendar quarter. The report may be submitted in letter form. 100 copies of a comprehensive final report must be submitted to the Division upon completion of each project. As previously noted in these guidelines, the final report will describe the objectives which were established for the project, the methods which were used to accomplish the objectives, the specific results achieved, and the conclusions, implications and recommendations derived from the achieved results. A specific format for the final report is not prescribed, but the title page must include the date of the report and a notation that the research described therein was performed in cooperation with the Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency.

APPENDIX I

FORMAT FOR COVER PAGE

PROPOSAL FOR RESEARCH PROJECT IN OCCUPATIONAL EDUCATION

Submitted to the Division of Occupational Research and Development,
Department of Occupational and Technical Education,
Texas Education Agency

TITLE OF PROPOSED PROJECT:	(Be concise, avoid technical terms)
APPLICANT ORGANIZATION:	(Name and address of organization submitting application. Include zip code.)
PROPOSAL DEVELOPED BY:	(Name, position and telephone number of person responsible for development of proposal)
PROJECT DIRECTOR:	(Name, position and telephone number of person to be in charge of proposed project)
PROPOSAL TRANSMITTED BY:	(Signature) (Name, position and telephone number of official committing the applicant organization to the proposed project)
CONTRACTING OFFICER:	(Signature) (Name, position and telephone number of official with authority to negotiate contracts for applicant organization)
DURATION OF PROJECT:	(Beginning and ending dates of proposed project)
TOTAL EXPENDITURES REQUIRED FOR PROPOSED PROJECT:	(Total expenditures, including local funds, which will be required for completion of proposed project)
DATE TRANSMITTED:	(Date proposal mailed)

APPENDIX II

FORMAT FOR ABSTRACT

TITLE OF PROPOSED PROJECT: (See Appendix I)

APPLICANT ORGANIZATION: (See Appendix I)

PROJECT DIRECTOR: (See Appendix I)

EXPENDITURES REQUIRED FOR PROPOSED PROJECT: (See Appendix I)

DURATION OF PROJECT: (See Appendix I)

PROBLEM

(Provide a brief statement of the problem.)

OBJECTIVES

(Provide a concise statement of the objectives of the proposed project. Tell what is to be done.)

PROCEDURES

(Give a brief description of the overall design of the project and the procedures which will be followed to accomplish the objectives.)

RESULTS TO BE PRODUCED AND PROPOSED UTILIZATION OF FINDINGS

(Describe briefly the results to be produced by the project and the anticipated use to be made of the findings.)

APPENDIX III

FORMAT FOR BUDGET SECTION OF RESEARCH PROPOSAL

Title of Proposed Project: ____________________

Applicant Organization: ____________________ County-District No. ________

Beginning and Ending Dates of Project: ____________ to ____________

Period Covered by this Budget /1 ____________ to ____________

Purpose of Proposed Expenditure	Applicant's Budget Account No.	Expenditure
1. Salaries and Wages (See Personnel Plan)	________	________
2. Social Security; Federal Unemployment Tax (if paid)	________	________
3. Travel Expenses (See Personnel Plan)	________	________
4. Supplies and Materials (Expendables)	________	________
5. Communications (Telephone, postage, etc.)	________	________
6. Miscellaneous Services (Printing, duplicating, data processing, etc.)	________	________
7. Contractual Services (Consultants' fees, consultants' travel expenses, other contractual services)	________	________
8. Leasing or Rental Expenses (Facilities, equipment, etc.)	________	________
9. Indirect Costs (To be negotiated)	________	________
10. Other Costs (Identify)	________	________
Total Expenditures During Period Covered by this Budget /2		________

/1 A separate budget and personnel plan must be prepared for each Federal fiscal year in which the project occurs. (See instructions on page 4.)

/2 Not more than 90% of this amount will be financed with funds available through the Division of Occupational Research and Development. Proposal initiators must be prepared to pay at least 10% of this amount with local funds.

APPENDIX IV

PERSONNEL PLAN FOR BUDGET SECTION OF RESEARCH PROPOSAL

Title of Proposed Project ______________________________

Applicant Organization ______________________________

Personnel Plan

A. Salaries and Wages

Name and Position of Project Personnel	Percent of Time on Project	Total Time on Project Hrs/Wks/Mos	Salary or Wage Rate Hr/Wk/Mo	Total Salary Chargeable to Project
(Examples)				
John Doe Project Director	50%	6 mos	$1,000 mo	$3,000.00
Mary Smith Secretary	Hourly as needed	100 hrs	$2.00 hr	200.00
To be employed Field Worker	100%	6 mos	$500 mo	3,000.00
		Total Salaries and Wages		$6,200.00

B. Travel Expenses

Name and Position of Project Personnel	Number of Miles @ 12¢ Per Mile	Number of Days @ $18.00 Per Day	Total Travel Expenses Chargeable to Project
(Examples)			
John Doe Project Director	500	20	$ 420.00
To be employed Field Worker	7,500	100	$2,700.00
Totals	8,000	120	$3,120.00

APPENDIX XX

GUIDELINES FOR PREPARATION
OF
EXEMPLARY PROJECT PROPOSALS

GUIDELINES FOR PREPARATION OF EXEMPLARY PROJECT PROPOSALS

PART D

VOCATIONAL AMENDMENTS OF 1968

PUBLIC LAW 90-576

DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY

TEXAS EDUCATION AGENCY
201 East Eleventh Street
Austin, Texas 78701

March 1973

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

PREFACE

The Division of Occupational Research and Development is a part of the Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas. The Division is responsible for the coordination of research, developmental, and exemplary projects in occupational education. The coordination functions of the Division include:

- Identification of areas of need and the establishment of priorities.
- Stimulation of interest in research, developmental, and exemplary projects.
- Facilitation of projects by providing technical advice and consultative services to agencies and institutions.
- Assistance to agencies and institutions in obtaining funds from various sources to support eligible projects.
- Development and refinement of criteria for use in project approval and evaluation.
- Comprehensive review and coordination of projects to preclude duplication of effort.
- Establishment and maintenance of close working relationships with project proposal review committees.
- Collection, cataloguing, preparation for publication, and dissemination of the results of projects.
- Participation in divisional, departmental, agency, and interagency planning activities related to research, developmental and exemplary projects in occupational education.

The purpose of this publication is to provide guidelines for the development of proposals for exemplary programs and projects authorized under the Vocational Education Act of 1963, as amended. Instructions for the preparation of research proposals are provided in a separate publication entitled: Guidelines for Preparation of Research Proposals.

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INTRODUCTION

The Vocational Education Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576) provides for Federal financial support of exemplary programs and projects in vocational education. Section 141, Part D, of the Act states:

> "The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in postsecondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies."

The Act provides that from 50 percent of the sums allotted to Texas under Part D, the U. S. Office of Education may make grants or contracts with the State Board, local educational agencies (with State Board approval), and other public or private agencies, organizations or institutions in the State for the purpose of stimulating and assisting in the development, establishment, and operation of exemplary programs or projects in vocational education.

The State Board may use the remaining 50 percent of the sums allotted to Texas for making grants to local educational agencies or other public or nonprofit private agencies, organizations, or institutions, or contracts with public or private agencies, organizations or institutions to carry out the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs.

As set forth in the Act, grants or contracts may be made, upon terms consistent with Federal and State laws, policies, regulations, and procedures, to pay all or part of the cost of:

1. Planning and developing exemplary projects such as those described below, or

2. Establishing, operating, or evaluating exemplary programs or projects and to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic, or other handicaps. Such programs and projects may, among others, include:

    (1) Programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for

careers in such occupations;

(2) Programs or projects for students providing educational experiences through work during the school year or in the summer;

(3) Programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;

(4) Programs or projects designed to broaden or improve vocational education curriculums;

(5) Exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of the Act, including manpower and industry;

(6) Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment; and

(7) Programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education.

Exemplary programs and projects will provide the connecting link between research and developmental work and actual operating programs. They will not involve original research and developmental activities but will be limited to what prior research and development has already shown will work. Exemplary programs and projects should, therefore, constitute a smooth transition of research findings and developmental efforts to program operations and should have a high probability of success.

U. S. COMMISSIONER'S DISCRETIONARY FUNDS

Applications for Federal financial support of exemplary programs or projects must be made in accordance with instructions issued by the U. S. Office of Education and must be prepared and submitted in compliance with the general procedures described in the Texas State Plan for Vocational Education.

All proposals for Federal funds will be reviewed by the State Board, and the U. S. Office of Education will not approve proposals which have been disapproved by the State Board.

Copies of Federal guidelines may be obtained by contacting the:

Bureau of Adult, Vocational and Technical Education
Attention: Exemplary Program Unit
U. S. Office of Education
Washington, D. C. 20202

The Division of Occupational Research and Development has copies of the Federal guidelines available upon request and will be able to assist in developing proposals for Federal funds.

PREPARATION OF PROPOSALS

Exemplary programs and projects are to be proposed and conducted in accordance with applicable State and Federal Regulations and in accordance with the State Plan for Vocational Education. Persons interested in initiating an exemplary program or project should familiarize themselves with the guidelines before undertaking the preparation of a proposal.

The proposal should be typewritten and reproduced on white paper, 8 1/2" by 11" in size, on one side only. The body of the proposal should be concise but sufficiently complete to provide reviewers with the information necessary for a sound evaluation of the proposed activity. The copies of the proposal should be side-stapled along the left margin. Nothing should precede the standard cover page. No special binders or hard covers are to be used.

Completed proposals should be assembled in the following order: (1) standard cover page, (2) fly leaf, (3) one-page abstract, (4) the body of the proposal, including all the sections outlined in these guidelines, (5) the budget page (or pages), and (6) appendices, as appropriate. (Appended items may be used to supplement or strengthen the proposal, but cannot carry the burden of the request for support.)

The Division of Occupational Research and Development has found that it is of great benefit to persons developing proposals to prepare a one- or two-page preliminary proposal for discussion purposes with the Division staff. In this way, the initiator can save considerable time and effort in the development of a formal proposal and helps to coordinate projects to avoid proposals that have already been funded or do not meet the required guidelines.

I. Standard Cover Page

PROPOSAL FOR EXEMPLARY PROGRAM OR PROJECT IN VOCATIONAL EDUCATION

Submitted to the Texas Education Agency for Funding
Under the Provisions of Part D
of the Vocational Education Amendments of 1968

Project Title: (The title should be concise, descriptive, and as specific as possible. Avoid technical terms that are obscure. Title should not exceed 150 typewritten spaces.)

Applicant Organization:	(Name and Address of applicant agency or organization)
Initiated by:	(Name, position, and mailing address of the individual who initiated the proposal)
Telephone Number:	(Telephone number of initiator)
Project Director:	(Required only if different from initiator)
Submitted by:	(Name, position, and mailing address of the official who is approving the submittal of the application. This must be someone in a position to assume such authority and to commit the institution or agency to the undertakings projected in the proposal. If the application is submitted jointly by two or more agencies, signature by each is required.)

Note:

In addition to the typed names, the proposal should be actually signed by each individual mentioned above on the original and on two copies.

Federal Funds Requested:	First Year $__________
Duration:	(Proposed Beginning and Ending Dates)
Time Span:	(Total Number of Months Required)
Date Transmitted:	________________

II. Fly Leaf (Background Information)

1. State whether this proposal has been submitted to any other agency or organization.

2. State whether this or a similar proposal was previously submitted.

3. State whether this is a proposed extension, continuation, or addition to a project.

4. Identify the nature of the applicant organization, in terms of one of the following types: local educational agency, public institution, private non-profit institution, private profit-making institution or organization.

III. One-Page Abstract

On a full single page present an abstract of the proposal. The following headings should appear at the top of the page: (1) Title of the Project; (2) Name of Project Director; (3) Name of Applicant Organization; (4) Duration of Project; and (5) Total Funds Requested. Below these headings should be a substantive statement summarizing the objectives of the project, the procedures to be followed, and expected contributions that the project will make to the improvement of vocational-technical education. The substantive statement should not exceed 2000 characters and spaces.

IV. The Body of the Proposal

1. Problem: Within the context of the educational problems being addressed, indicate how the proposal project will contribute to (a) creating bridges between school and earning a living for young people; (b) promoting cooperation between public education and manpower agencies; and/or (c) broadening occupational aspirations and opportunities for youths.

2. Description: Describe the new concepts or innovations involved in the proposed project. Cite the previous research and development projects in which the new concepts and/or innovations were formulated, tested, and refined. Discuss the findings of the earlier R&D projects which would indicate that the innovations would succeed when combined into the proposed exemplary project. Indicate how the proposed project differs from traditional programs or procedures and what it may accomplish that is not already in general practice.

3. Objectives: Cite the specific objectives to be achieved in the proposed project. They should be sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured.

4. Administration: Describe the administrative structure for the proposed project, including the advisory groups to be used. (A proposed organization chart might be included here.)

5. Procedures: Describe the major elements of the operational plan. To the extent appropriate, include information under the following subheadings:

   (a) General Design: Describe the general plan of the project and indicate why it is particularly appropriate for achieving the stated objectives.

   (b) Schools or Locations: Describe the methods and criteria used (or to be used) in selecting the school(s) or location(s) for the project.

   (c) Participants: Describe the criteria for student participation and the numbers and types of students and others who will be participating in the project. Indicate the total student population in the school or school system and estimate the percentage represented by those participating in the project. Explain the procedures that will be followed to insure that to the extent consistent with the number of students enrolled in non-profit private schools in the area to be served whose educational needs are of the type which the project is designed to meet, provision is made for the participation of such students. Estimate the number of such students who will actually participate.

   (d) Methods and Materials: Describe the materials and methods to be used and explain how they will be combined and utilized in the project. Cite previous research and development projects in which the various materials and methods were developed and tested.

   (e) Evaluation: Describe the evaluative procedures to be employed, data to be gathered, the analyses to be made in order to determine the extent to which the objectives of the project are being achieved.

   (f) Time Schedule: In chronological order, indicate the approximate length of time required for each aspect of the project and show relationships among actions, events, and products, together with scheduled completion dates. A network analysis chart (PERT or other appropriate type) should be included here.

6. Coordination and Dissemination: Describe the procedures that will be utilized to coordinate the activities of this project, (a) with the operations of other exemplary projects and programs; (b) with the State plan for vocational education, and (c) with other public and private programs having the same or similar purposes. Describe how the results of this project are to be disseminated; indicate the steps that will be taken to make materials, techniques, and other outputs of the project available to others.

7. Personnel: Provide the following details about the person who is proposed to serve as project director for the project:

   Name: ____

   Title: ____

   Proposed time commitment if this project is funded:

   ____

   Brief statement of educational background, experience, and qualifications:

   ____

   ____

   Give the name, title, and a brief statement of the pertinent experience and qualifications of personnel who will be assigned to the project. If specific individuals have not yet been selected for some positions, state the qualifications and experience that will be required of persons to be recruited. Include information on anticipated consultants, advisory committee members, etc. when possible. Indicate whether such individuals have tentatively agreed to assist with the project.

8. Facilities: Describe any special equipment, physical facilities, and similar advantages available to the applicant organization which would aid in the conduct of the project. When the cooperative use of the facilities of other schools, agencies, or organizations is essential to the conduct of the project, indicate the extent and the nature of the assurance of such cooperation.

9. Special Funding Provisions: Explain the procedures that will be followed to assure that funds made available for this project will not be commingled with State or local funds in such a way as to lose their identity. Describe the steps which will be taken to insure that successful aspects of this exemplary project will be incorporated into regular program operations and supported from regular funding sources after the termination of the special assistance under Part D of the Act (such assistance being limited to a maximum of three years).

10. Budget Sheet

6.1

Program: ____________________

TEA Use Only
Project No. ________

Applicant Organization: ____________________

Co. Dist. No. ________

FINANCIAL PLAN

Effective Dates: ________ to ________

Column (1) Items	(2) Applicant's Budget Account No.	(3) Estimated Expenditures /1
A. Salaries and Wages /2		
B. Fringe Benefits		
C. Travel		
D. Supplies /3		
E. Teaching Aids /3		
F. Equipment /3		
G. Other Costs:		
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
TOTAL EXPENDITURES /1		
TOTAL REVENUE /1		
TEA Use Only		
Local Funds		
State Vocational Funds		
State's Share of Cost		%

/1 Means the amount of funds (Federal, State, local) approved by the Texas Education Agency for designated services, materials, and other items.

/2 Personnel plan is required - See Attachment I.

/3 Supply and equipment lists are required.

FINANCIAL PLAN - ATTACHMENT I

Applicant
Organization: ______________________

Vocational Personnel Plan

A. Vocational Salaries and Wages: Give name and position title.	% of Time on Project (Check one)		(1) No. of Months Employed	(2) Monthly Salary	(3) Base Salary
	Full Time	Half Time			
1.			X	=	
2.			X	=	
3.			X	=	
4.			X	=	
5.			X	=	
6.			X	=	
7.			X	=	
8.			X	=	
9.			X	=	
10.			X	=	
				TOTAL:	

B. Travel: List by position title.

1. ______________________ $ __________
2. ______________________ __________
3. ______________________ __________
4. ______________________ __________
5. ______________________ __________
6. ______________________ __________
7. ______________________ __________
8. ______________________ __________
9. ______________________ __________
10. ______________________ __________

TOTAL: $ __________

SUBMISSION OF PROPOSALS

Proposals should be typed on one side of standard size paper and stapled in the upper left corner. A cover (other than the required cover page) is not necessary.

Ten copies of the complete proposal document are required by the Division of Occupational Research and Development. Each copy must include the signed cover page, abstract, budget, and appended items. Five extra copies of the abstract are also required. The proposal document is self-explanatory and does not need to be accompanied by a letter of transmittal or other correspondence.

Proposals prepared in accordance with these guidelines will be accepted and reviewed at any time. Initiators may expect to receive notice of the action taken on their proposals within three weeks from the date of receipt by the Division of Occupational Research and Development. In the case of approved proposals, initiators will also be provided additional instructions concerning contract requirements and other detailed matters concerning the funding and development of the proposed project.

Proposals and all correspondence concerning proposals should be addressed to:

Division of Occupational
Research and Development
Attention: Exemplary Project
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

ACTION ON PROPOSALS

Action will be taken on each proposal as soon as practicable after receipt by the Division of Occupational Research and Development. Reviewers will be requested to return their written review and recommendations to the Division within ten days after receipt of the proposal file. The recommendations of the review panel will be assembled by the Division and presented to the Associate Commissioner for Occupational Education and Technology who will, as authorized by the State Board, either, (1) approve the proposal in whole or in part, (2) disapprove the proposal, or (3) defer action on the proposal for such reasons as lack of funds or a need for further evaluation. Each applicant will be notified in writing of the action on the proposal and will be advised that any deferral or disapproval action will not preclude resubmission of the proposal for reconsideration at a later date. In the case of approved proposals, notification to applicants will include the grant or contract award conditions which the applicant must accept in accordance with State law.

REPORTING REQUIREMENTS

Reports describing the progress of approved projects will be submitted to the Division of Occupational Research and Development at the close of each calendar quarter. A comprehensive final report will be submitted to the Division upon termination of the project. Detailed guidelines for the preparation of the required reports will be furnished to directors of approved projects.

COORDINATION OF EXEMPLARY PROGRAMS AND PROJECTS

Grantees and contractors shall establish and maintain effective procedures to coordinate the activities of their approved projects (1) with the operations of other exemplary projects and programs, (2) with the Division of Occupational Research and Development, and (3) with other public and private programs having the same or similar purposes.

PARTICIPATION OF STUDENTS ENROLLED IN NONPROFIT PRIVATE SCHOOLS

Federal guidelines require that grantees shall provide for the genuine and meaningful participation in the exemplary programs and projects of students enrolled in nonprofit private schools to the extent consistent with the number of students enrolled in such schools in the area being served by the exemplary projects whose educational needs are of the types which the projects are designed to meet.

Appendix A

APPLICANT CHECK LIST

For Exemplary Programs and Projects
in Vocational Education

Submitted Under the Provisions of Part D of Public Law 90-576
(The Vocational Education Amendments of 1968)

Note: Before submission, proposals should be reviewed in terms of the following check list.

Educational Significance

1. The project is focused on problem areas of major importance in (a) creating bridges between school and earning a living for young people, (b) promoting cooperation between public education and manpower agencies, and (c) broadening occupational aspirations and opportunities for youths. (Special consideration is to be afforded to projects in which emphasis is given to youths who have academic, socioeconomic, or other handicaps.)

2. The program or procedures to be utilized appear to be practical and feasible for rather wide application in vocational education.

3. The project utilizes relatively new approaches and tested innovations which have emerged from recent research and development work.

Plan of Operation

1. The objectives of the project are sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured.

2. The procedures for achieving the objectives are appropriate, technically sound, and spelled out in full detail.

3. The proposal includes provisions for an adequate evaluation of the effectiveness of the project and for determining the extent to which the objectives are accomplished.

4. The proposal is internally consistent; it presents a direct, straight-line relationship between the objectives, the procedures, and the evaluation.

5. The proposal includes realistic procedures for coordinating the activities of this project with other projects and programs having the same or similar purposes. Adequate plans are described for disseminating the results of the project. Reasonable steps are outlined for making materials, techniques, and other outputs of the project available to others.

6. The proposal includes suitable procedures for insuring that to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the project is designed to meet, provision is made for the participation of such students.

Personnel and Facilities

1. The person proposed as project director has a strong background of educational qualifications and relevant experience.

2. The proposed staff consists of individuals who are skilled and knowledgeable concerning the type of program represented in the proposal.

3. The proposal provides, where appropriate, for the use of outside consultants and for the involvement of specialists from disciplines other than education.

4. The facilities and equipment available for carrying out the program are adequate.

5. Any necessary cooperative use of the facilities of other schools, agencies, or organizations has been worked out in advance and such cooperation has been assured.

Economic Efficiency

1. The budget is realistic and the budget items are related specifically to the procedures that are to be followed.

2. The estimated cost of the program is reasonable in relation to the anticipated results.

3. The proposal includes suitable procedures to assure that Federal funds made available for the project will not be commingled with State or local funds.

4. Appropriate steps are described to insure that successful aspects of this exemplary project will be incorporated into regular program operations and supported from regular funding sources after the termination of the special Federal assistance under Part D of the Act.